

**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE TEN  
STUDENTS OF VISUAL COMMUNICATION DESIGN PROGRAM OF SMK  
KOPERASI YOGYAKARTA BASED ON CURRICULUM 2013**

**A Thesis**

Presented as Partial Fulfillment of the Requirement for the Attainment of *Sarjana*

*Pendidikan* Degree in English Language Education



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**2014**

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**APPROVAL SHEET**

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## RATIFICATION SHEET




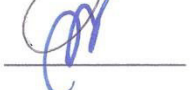
### DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE TEN STUDENTS OF VISUAL COMMUNICATION DESIGN PROGRAM OF SMK KOPERASI YOGYAKARTA BASED ON CURRICULUM 2013

#### A Thesis

Accepted by the board of examiners of English Education Department, Faculty of Languages and Arts, State University of Yogyakarta on December 2014 and declared to have fulfilled the requirement to acquire

*A Sarjana Pendidikan Degree*

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## PERNYATAAN

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Yogyakarta, Desember 2014

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## **MOTTOS**

**“GARDENS ARE NOT MADE BY SITTING IN THE SHADE”**

-Rudyard Kipling-

**“KNOWLEDGE IN YOUTH IS WISDOM IN AGE”**

-English Proverb-

**“MAN JADDA WA JADA”**

-Arabic Proverb-

## DEDICATIONS

*I dedicate this thesis to my super parents and my beloved little sister who have always believed that I can do everything.*

## **ACKNOWLEDGEMENTS**

I praise Allah SWT, the Most Gracious and the Most Merciful who always gives me His great blessing, kindness, and miracle so that I could finish this thesis. Blessing may also be sent upon Prophet Muhammad SAW. During the long process of my study and finishing this thesis, there are many people who contributed to the completion. I would like to thank them all in this acknowledgement.

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I would like to deliver my big gratitude to the headmaster of SMK Koperasi Yogyakarta, Mr. Bambang, the head of Visual Communication Design

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Thank you.

Yogyakarta, December 2014

The Researcher,

Satwika Nindya Kirana  
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## **LIST OF APPENDICES**

APPENDIX A. The needs analysis instruments

APPENDIX B. The needs analysis data

APPENDIX C. Course grid

APPENDIX D. The description of the developed materials

APPENDIX E. The first draft of the materials

APPENDIX F. The expert judgment questionnaire

APPENDIX G. The expert judgment data

APPENDIX H. Revisions of the units

APPENDIX I. The final draft of the materials

APPENDIX J. The permit letter

## **LIST OF TABLES**

Table 2.1.	The graduate standard competences
Table 3.1.	Organization of the first questionnaire for needs analysis
Table 3.2.	Data conversion table
Table 4.1.	Students' view about target goals
Table 4.2.	Students' view about the demands of the target situation
Table 4.3.	Students' current levels of English proficiency
Table 4.4.	Students' general wants in learning English
Table 4.5.	Students' view about topics they want to learn in learning English
Table 4.6.	Learning needs (listening input)
Table 4.7.	Learning needs (speaking input)
Table 4.8.	Learning needs (reading input)
Table 4.9.	Learning needs (writing input)
Table 4.10.	Learning needs (listening activities)
Table 4.11.	Learning needs (speaking activities)
Table 4.12.	Learning needs (reading activities)
Table 4.13.	Learning needs (writing activities)
Table 4.14.	Learning needs (vocabularies activities)
Table 4.15.	Learning needs (grammar activities)
Table 4.16.	Learning needs (pronunciation activities)
Table 4.16.	Setting
Table 4.17.	Learners' role
Table 4.18.	Teacher's role
Table 4.19.	The Appropriateness of the Content of Unit 1
Table 4.20.	The Appropriateness of the Language of Unit 1
Table 4.21.	The Appropriateness of the Presentation of Unit 1
Table 4.22.	The Appropriateness of the Graphic of Unit 1
Table 4.23.	The Appropriateness of the Content of Unit 2
Table 4.24.	The Appropriateness of the Language of Unit 2
Table 4.25.	The Appropriateness of the Presentation of Unit 2
Table 4.26.	The Appropriateness of the Graphic of Unit 2

Table 4.27. The Appropriateness of the Content of Unit 3

Table 4.28. The Appropriateness of the Language of Unit 3

Table 4.29. The Appropriateness of the Presentation of Unit 3

Table 4.30. The Appropriateness of the Graphic of Unit 3

## **LIST OF FIGURES**

Figure 3.1. The model of materials development of the research

Figure 4.1. The unit design of the materials

## TABLE OF CONTENTS

TITLE PAGE .....	i
APPROVAL SHEET .....	ii
RATIFICATION SHEET .....	iii
PERNYATAAN .....	iv
MOTTOS .....	v
DEDICATIONS .....	vi
ACKNOWLEDGEMENTS .....	vii
LIST OF APPENDICES .....	ix
LIST OF TABLES .....	x
LIST OF FIGURES .....	xii
TABLE OF CONTENTS .....	xiii
ABSTRACT .....	xvi
CHAPTER I: INTRODUCTION	
A. Background of the Study .....	1
B. Identification of the Problems .....	3
C. Limitation of the Problems .....	3
D. Formulation of the Problems .....	4
E. Objectives of the Study .....	4
F. Significance of the Study .....	4
CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	
A. Literature Review	
1. Teaching English for VHS .....	6

2. English for VHS Based on Curriculum 2013 .....	7
3. English for Specific Purposes (ESP) .....	10
a. The Nature of ESP .....	10
b. Theory of ESP .....	11
c. The Categories of ESP .....	12
4. Needs Analysis .....	13
5. Materials Design .....	14
a. The Principles in Designing Materials .....	14
b. The Evaluation of Designing Materials .....	15
c. The Model of Materials Design .....	16
6. Grading and Sequencing Tasks .....	20
B. Conceptual Framework .....	21
<b>CHAPTER III: RESEARCH METHOD</b>	
A. Type of the Research .....	23
B. Population and Sample of the Research .....	23
C. Setting of the Research .....	23
D. Data Collection Technique and Instrument .....	24
E. Data Analysis Technique .....	26
F. Procedure of the Research .....	28
<b>CHAPTER IV: FINDINGS AND DISCUSSION</b>	
A. Research Findings	
1. The Result of the Needs Analysis .....	31
2. The Course Grid .....	49

3. The Unit Design .....	50
4. The First Draft of the Materials .....	52
5. The Expert Judgment .....	55
B. Discussion .....	73
CHAPTER V: CONCLUSIONS AND SUGGESTIONS	
A. Conclusions .....	80
B. Suggestions .....	84
REFERENCES .....	86
APPENDICES .....	88

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**ABSTRACT**

The objectives of this study are: (1) to describe the target needs of grade ten students of Visual Communication Design program of SMK Koperasi Yogyakarta; (2) to describe the learning needs of grade ten students of Visual Communication Design program of SMK Koperasi Yogyakarta; and (3) to develop appropriate learning materials for grade ten students of Visual Communication Design program of SMK Koperasi Yogyakarta.

This study is a Research and Development (R&D) study. The subjects of this study were grade ten students of Visual Communication Design program of SMK Koperasi Yogyakarta. This study adapted the R&D model proposed by Borg and Gall (1983) and Masuhara (in Tomlinson, 1998). The steps of this study were conducting needs analysis, developing the course grid, developing the first draft of the materials, evaluating the materials, and writing the final draft of the materials. Two types of questionnaire were used to collect data. The first questionnaire was made to obtain the data for the needs analysis while the second questionnaire was used to obtain the data about the appropriateness of the materials through the expert judgment. The data of both questionnaires were analyzed quantitatively through descriptive statistics.

This study found out that the target needs of grade ten students of Visual Communication Design program are: (1) passing national examination; (2) being in advanced level to support their later job; and (3) being able to communicate well in English. This study developed three units of materials based on Curriculum 2013. Each unit has three main parts: introduction, main lessons, and reinforcement. Considering the students' learning needs, the input is in the form of dialogues and monologues (for listening), texts, pictures, explanations, and vocabulary lists. The activities apply the six steps of scientific approach: observing, questioning, collecting data, analyzing data, communicating and creating. Those steps are applied in four stages called let's observe, let's make questions, let's find out (collaboration of collecting data, analyzing data and communicating), and let's create. Based on the analysis of the data from the expert judgment, the mean score of all aspects of the three developed units, in the scales of 1-4, is 3.96 which is in the range of  $3.25 \leq x \leq 4$  and can be categorized as "Very Good".



## **CHAPTER I**

### **INTRODUCTION**

This chapter is divided into six subheadings that explain the background of the study, identification of the problems, limitation of the problem, formulation of the problems, objectives of the study, and significance of the study.

#### **A. Background of the Study**

There are many vocational high schools in Indonesia, and the government also supports the development of the vocational high schools themselves since they hopefully help the government to decrease the number of unemployment people in Indonesia. There are numerous vocational programs, i.e. visual communication design, accounting, marketing, management, and many more. One of the vocational programs is Visual Communication Design program that becomes a favorite study program in this global era. Since the purpose of vocational high school is to generate ready-to-work graduates, the schools must equip the students with English as a prerequisite skill to enter labor market.

Materials are one of the important elements in the English teaching and learning process. However, it is difficult to find a coursebook for vocational high schools, especially coursebooks that focus on a particular vocational program only. Most coursebooks for vocational high schools are the combination of materials for some main programs such as accounting, marketing, secretary, etc.. That fact makes the teachers find it difficult to adopt the materials since those are not relevant to the students' contexts and needs. For the Visual Communication

Design program that is categorized as a new vocational program, it is difficult to find a coursebook that focuses on their context and their needs.

This phenomenon requires the teachers to design the materials themselves. However, they are lack of time and ability. Teachers are too busy in teaching the students and doing school administrative activities. Most of the teachers are also not able to design the materials since they were not taught how to design materials when they were in the university.

Another problem is the change of curriculum, from KTSP or Curriculum 2006 to Curriculum 2013. This change of curriculum requires the change of the coursebooks. The coursebooks designed to every level of education in Indonesia must be changed since there are some differences between Curriculum 2006 and Curriculum 2013. For vocational high schools, especially Visual Communication Design program, the coursebook that is based on Curriculum 2013 is not available yet. In reference to the above problems, English learning materials for grade ten students of Visual Communication Design program of SMK Koperasi Yogyakarta should be designed.

## **B. Identification of the Problems**

One of the important factors in language teaching and learning process is materials which are used as the input and exposures. The materials must be designed based on the students' needs. The first problem that was identified is the difficulty to find materials that focus on and relevant to vocational high school programs, especially Visual Communication Design program. This problem has

been appearing since the previous curriculums. It appears because there are many programs of vocational high schools that have different needs in learning English, but most coursebooks for vocational high school are provided for more than just one program, and sometimes are not relevant to the students' needs.

In formal educations, the students' needs are determined by the curriculum. With the change of curriculum, from KTSP to curriculum 2013, the materials should be changed too. Moreover, there are some differences between Curriculum KTSP and Curriculum 2013. It leads to another problem that is the students' books, especially those for Visual Communication Design program that are based on Curriculum 2013 are unavailable yet. The students books, whether for regular classes or enrichment, are needed by all levels of visual communication design program that is grade X, XI, XII. However, the students' books are not available yet.

### **C. Limitation of the Problems**

In reference to the problems above, this study deals with developing English learning materials for regular classes for grade ten students of Visual Communication Design program of SMK Koperasi Yogyakarta based on Curriculum 2013.

### **D. Formulation of the Problems**

This research has formulated the problems as follow:

1. What are the target needs of grade ten students of Visual Communication Design program of SMK Koperasi Yogyakarta?

2. What are the learning needs of grade ten students of Visual Communication Design program of SMK Koperasi Yogyakarta?
3. What are the appropriate learning materials for grade ten students of Visual Communication Design program of SMK Koperasi Yogyakarta?

#### **E. Objectives of the Study**

The study has some objectives that cope with learners and English materials. Those objectives are:

1. To describe the target needs of grade ten students of Visual Communication Design program of SMK Koperasi Yogyakarta.
2. To describe the learning needs of grade ten students of Visual Communication Design program of SMK Koperasi Yogyakarta.
3. To develop appropriate learning materials for grade ten students of Visual Communication Design program of SMK Koperasi Yogyakarta.

#### **F. Significance of the Study**

The study is expected to give significant contribution theoretically and practically for:

1. The students of Visual Communication Design program of SMK Koperasi Yogyakarta

The results of this research are aimed at providing useful inputs for students to have more practice in using their language skills.

2. The teachers of Visual Communication Design program

The results of this research are expected to be one of the resources to inspire teachers of vocational high schools in developing appropriate materials for their students in order to improve their English teaching and learning process.

3. Course designers of materials developers

The results of this research are of great use for course designers or materials developers in developing specific materials that meet students' needs.

4. Other researchers

The results of this research can be used as a reference for other researchers to conduct a similar study but in different focus of discussion.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter presents the literature review and the conceptual framework of the research. In the literature review, some theories underlying the research are examined by the researcher. In the conceptual framework, the researcher relates the literature review to the research.

#### **A. Literature Review**

##### **1. Teaching English for Vocational High Schools**

Teaching English for vocational high schools is different from teaching English for senior high schools because the purposes are different. In vocational high schools, English must be based on the students' needs and must be relevant to their field of study (Zhang, 2008).

According to National Education Department (2006), English is an adoptive subject, in which it is aimed to provide students the ability to communicate in English in the communicative materials contexts needed for the students' program, both written and spoken.

It can be concluded that in teaching English for vocational high schools, the teachers must consider the students' program and field of study. This can be done by giving them comprehensible input that related to their field and the vocabulary presented are also must be useful for their field of study (McLvor, 1980).

## **2. English for Vocational High Schools Based on Curriculum 2013**

According to the Indonesian Education Act No. 20 Year 2003 about National Education System, curriculum refers to a set of plan and regulation about the goals, contents, and materials and also the methods applied as the guidelines of the implementation of teaching and learning process to achieve particular education objectives. According to the definition, there are two dimensions of curriculum, the first is the plan and regulation of the goals, contents, and materials, the second is the method applied for the teaching and learning process. Government, especially Minister of Education and Culture believes that Curriculum 2013 meets those dimensions.

Indonesian curriculum has changed several times. It is changed in line with the needs of students, the methods, the technology and the changes in the current life, so that it will be relevant to the current condition (Mulyasa, 2013).

Competency-based curriculum (*Kurikulum Berbasis Kompetensi* or *KBK*) that focused on the students competence achievement was applied in 2004 for two years before the government changed it into school-based curriculum. School-based curriculum was used for seven years before in 2013 the government revised the curriculum become Curriculum 2013 which is the continuation of competency-based curriculum. It is stated in the preamble of the Regulation of Minister of Education and Culture No. 70 Year 2013 on the Basic Framework and Curriculum Structure of Vocational High School that curriculum 2013 is developed based on the theory of standard-based education and competency-based education.

Curriculum 2013 emphasizes on character education. The graduate standard competences (SKL) of curriculum 2013 are categorized into three aspects, those are attitude, knowledge and skills. The graduate standard competences of vocational high school students are presented below.

**Table 2.1      The Graduate Standard Competences**

Attitude	Have the attitude that reflects religious, good, educated, and responsible person in interacting effectively with the social and natural environment and can put him or herself as the representative of the nation in the universal society.
Knowledge	Have the factual, conceptual, procedural and metacognitive knowledge in the field of science, technology, art and culture with humanity, nationality, and civilization knowledge related to the cause and effect of phenomena and events.
Skill	Have the ability of thinking and behaving that is effective and creative in the sense of abstract and concrete as the development of what learned in the school individually.

Curriculum 2013 recommends scientific approach to be applied in the instructional process in all subject matters in every level of education. Scientific approach stages consist of six steps: observing, questioning, collecting data, analyzing data, communicating conclusions, and creating (BSNP, 2013). Curriculum 2013 has four core competences (Kompetensi Inti or KI) and each core competence has some basic competences (Kompetensi Dasar or KD). The first and the second core competences aim to develop the religious and social competences, while the third and the fourth core competences aim to develop knowledge and skill competences. Yet, those core competences are related each other.



In Curriculum 2013 there is no novice, elementary and intermediate level in the standard competence. The curriculum for vocational high schools is similar with the one for senior high schools.

According to the Regulation of Minister of Education and Culture Number 70 Year 2013, the basic competences for grade X students of vocational high school contain some:

A. Language functions:

1. self-introduction,
2. complimenting,
3. caring,
4. intention to do something,
5. asking and stating about past events

B. Texts:

1. descriptive texts related to person, tourism object, and historical building,
2. recount texts about experience and events,
3. narrative texts in the form of legend; a short functional text in the form of announcement.

The addition of the materials that cannot be found in the previous curriculum is that the students have to learn the social function and linguistic structure of a simple English song.

### **3. English for Specific Purposes (ESP)**

#### **a) The Nature of ESP**

Teaching English in vocational high schools is categorized into English for Specific Purposes (ESP) because the materials are specific to a certain area and based on the students' needs. What is ESP actually? Hutchinson and Waters (1987) stated indirectly in their book 'English for Specific Purposes' that ESP is an approach of language teaching in which the designing of the content and deciding the method is based on the learners' needs. From the definition above, it is clear that the root of ESP is the learners' needs because their needs are specific in a certain area, not only general English that is taught in other formal school levels.

There are three reasons of why ESP is emerged as mentioned by Hutchinson and Waters (1987: 6-8):

#### **1. The demands of a brave new world**

The end of Second World War in 1945 created a new world which was dominated by two forces: technology and commerce. Those forces caused there were many people who want to learn English, not for pleasure or prestige of knowing the language, but because English was the key to International technology and commerce.

#### **2. A revolution in linguistics**

Traditionally, the aim of linguistics had been to describe the rules of language usage or grammar. However, the new studies shifted attention

away from defining the formal features of language usage to discovering the ways in which language is actually used for communication in real life.

### 3. Focus on the learners

A new development in educational psychology is emphasizing the central importance on learners and their attitudes. That means that the language learning should be based on learners' needs and interests.

## **b) Theory of ESP**

There are some theories related to the English for specific purposes. Richards (1988) states that in circumstances where English is taught for specific and narrowly defined purposes rather than for a more general communicative goal, the content of language cannot longer be identified with the same grammar, vocabulary, notions, topics and functions that serve the needs of English for general purposes. It means that the content of ESP is different from the content of general English.

Hutchinson and Waters (1987) suggest that the foundation of ESP is the simple question which asks why a learner needs to learn English. The answer to this question relates to the learners, the language required, and the learning context. This theory supports the previous theory which says that the content of ESP is different from the one of general English. Hutchinson and Waters (1987) state that the content and foundation of ESP should be based on the learners and their needs.

Further theory about ESP course is proposed by Robinson (1991). He says that ESP is a goal-directed course and it is developed from needs analysis which aims to specify as closely as possible what exactly it is that students have to do through the medium of English.

### **c) The Categories of ESP**

According to Hutchinson and Waters (1987), ESP can be classified based on the general nature of learners' purpose and specific needs or specialties.

Based on the learners' purpose, there are:

#### **1. English for Academic Purposes (EAP)**

As the name suggests, this type of ESP helps the learners require English for academic study.

#### **2. English for Occupational Purposes (EOP)**

In contrast with EAP, EOP focuses on work purposes. It is also usually called EVP (English for Vocational Purposes) or VESL (Vocational English as a Second Language).

Based on the learners' specific needs there are:

#### **1. English for Science and Technology (EST);**

#### **2. English for Business and Economics (EBE);**

#### **3. English for Social Science (ESS).**

Based on the categorization, it is clear that English for Visual Communication Design Program belongs to EOP under the EST.

#### 4. Needs Analysis

What distinguishes ESP from General English is the awareness of the needs. In ESP, the materials are developed based on learners' needs. That means that we should conduct needs analysis. Needs analysis can be simply defined as the process of analyzing the learners' needs.

Graves (2000) explains much about needs analysis. He says that the process of needs analysis involves a set of decisions, actions, and reflections that are cyclical in nature:

1. Deciding what information to gather and why.
2. Deciding the best way to gather it: when, how, and from whom.
3. Gathering the information.
4. Interpreting the information.
5. Acting on the information.
6. Evaluating the effect and effectiveness of the action.
7. Deciding on further or new information to gather.

For a course to meet learners' needs it is necessary to gather information about both the current state of the learners, where they stand in terms of language ability, learning preferences, and the desired goals or change, and where they would like to be or what they want to achieve, change, and so on (Graves, 2000).

The following are types of information that can be gathered when analysing needs as suggested by Graves (2000):

The present

1. who the learners are;

2. the learners' level of language proficiency;
3. the learners' level of intercultural competence;
4. their interests;
5. their learning preferences;
6. their attitudes.

The future

7. the learners' goals and expectations;
8. the target contexts: situations, roles, topics, and content;
9. types of communicative skills they will need and tasks they will perform;
10. language modalities they will use.

Hutchinson and Waters (1987) propose a number of ways that are most frequently used in analysing needs, namely questionnaires, interviews, observations, and data collections.

According to the theories above, the researcher used questionnaires to gather the target needs and learning needs of grade ten students of Visual Communication Design program.

## **5. Materials Design**

### **a. The Principles in Designing Materials**

Nunan (1988) offers principles of material design as follow:

1. Materials should be clearly linked to the curriculum they serve.
2. Materials should be authentic in terms of texts and tasks.

3. Materials should stimulate interaction.

Students' interaction promotes language learning in several ways, including:

- a) providing greater opportunity for students to use language;
- b) creating a less stressful environment for language use;
- c) allowing students to use a greater range of language functions;
- d) encouraging students to help one another;
- e) increasing motivation to learn.

4. Materials should allow learners to focus on formal aspects of the language

5. Materials should encourage learners to develop learning skills

Nunan (1988) identifies five key aims of instruction which help students acquire language learning skill:

- a) to provide learners with efficient learning strategies;
- b) to assist learners to identify their own preferred ways of learning;
- c) to develop skills needed to negotiate the curriculum;
- d) to encourage learners to set their own objectives;
- e) to develop learners skills in self-evaluation.

6. Materials should encourage learners to apply their developing language skills to the world beyond the classroom

**b. The Evaluation of Designing Materials**

Hall (1995) proposes criteria by which the materials might be evaluated:

1. The needs to communicate

There are three conditions for the real communication:

- a) must have something to communicate;
  - b) someone to communicate with;
  - c) some interests in the outcome of the communication.
2. The needs for long-term goals
- The materials should provide students with the ability to:
- a) initiate the communication events;
  - b) persist with the attempted communication even when it becomes difficult.
3. The needs for authenticity
- a) authenticity response depends on the existence of the authentic needs;
  - b) authentic response dictates the addressing of contents rather than forms;
  - c) authentic discussion for clarification or expansion rather than for the mere checking of understanding.
4. The needs for students centeredness

### **c. The Model of Materials Design**

Hutchinson and Waters (1987) states that the model of materials design consists of four elements: input, content focus, language focus, and task.

#### **a) Input**

Input may be a text, dialogue, video recording, diagram or any piece of communication data, depending on the needs. The input provides a number of things:



- Stimulus materials for activities;
- New language items;
- Correct models of language use;
- A topic for communication;
- Opportunities for learners to use their information processing skills;
- Opportunities for learners to use their existing knowledge both of the language and the subject matter.

b) Content focus

Language is not an end by itself, but a means of conveying information and feelings about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.

c) Language focus

Good materials should involve both opportunities for analysis and synthesis. In language focus, learners have chance to take the language to pieces, study how it works, and practice putting it back together again.

d) Task

The ultimate purpose of language learning is language use. Materials should be designed to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

Further, Nunan (2004) says that a task consists of six components: goals, input, procedure, teacher's roles, and learners' roles.

### 1) Goals

Task goal is the general intention or aims behind any learning task. It provides a link between the task and the curriculum. There are four types of task goal:

- Communicative
- Socio-cultural
- Learning-how-to-learn
- Language and cultural awareness

### 2) Input

Input is the spoken, written, and visual data that learners work within the course of completing a task. There are five types of input:

- Genuine: created only for the realm of real life, not for the classroom, but used in the classroom for language teaching.
- Altered: While there is no meaning change, the original has been altered in other ways (for example, the insertion of glosses, visual resetting, the addition of visuals).
- Adapted: Although created for real life, vocabulary and grammatical structures are changed to simplify the text.
- Simulated: Although specially written by the author for purposes of language teaching, the author tries to make it look authentic by using characteristics of genuine texts.

- Minimal / incidental: Created for the classroom with no attempt to make the material appear genuine.

### 3) Procedure

Task procedure is what to do for achieving and processing the input. The characteristics of effective procedure are:

- developed for the output;
- rehearse the real-world task;
- relevant to the objectives.

### 4) Teacher's roles

'Role' refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. There are some roles of teachers in a task. The teachers can be assistants, developers, facilitators, observers, and controllers.

### 5) Learners' roles

Learners' roles in a task are includes:

- the learner is a passive recipient of outside stimuli
- the learner is an interactor and negotiator who is capable of giving as well as taking
- the learner is a listener and performer who has little control over the content of learning
- the learner is involved in a process of personal growth

- the learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes
- the learner must take responsibility for his or her own learning, develop autonomy and skills in learning-how-to-learn.

#### 6) Settings

Settings refer to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

According to those theories, Nunan's theory of six components of tasks will be adapted by the researcher to develop English materials for the grade X students of SMK Koperasi Yogyakarta.

### **6. Grading and Sequencing Tasks**

Grading, according to Richard, Platt and Weber (1986) in Nunan (2004), is the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, and others are presented. Gradation maybe based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner. In line with Richard, Platt, and Weber, Nunan (2004) states that grading and sequencing tasks are decisions on what to teach first, what second, and what last in a coursebook or a program.

Tasks must be graded and sequenced from the easy one to the difficult one. In reading and listening skills, input becomes an important part that must be sequenced. Grammatical factors influence the complexity of the input. The difficulty will be affected by the length of a text, propositional density, the amount of low-frequency vocabulary, the speed of spoken text and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity with which it signaled (Nunan, 2004). In addition, the same input can be used for more than one task with different level of task difficulty. It can be done by adjusting the procedural demands on the learners.

Tasks must also be sequenced from the less demanding to the more demanding, moving from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring authentic communicative interaction (Nunan, 2004).

## **B. Conceptual Framework**

Material is a crucial aspect in English teaching and learning process. However, it is difficult to find English materials for vocational high schools especially that focus on Visual Communication Design program, based on Curriculum 2013. By developing English learning materials for grade ten students of Visual Communication Design program that based on their needs and Curriculum 2013 using scientific approach, it is expected that the materials will support the teaching and learning process and help the students develop their English competence to prepare themselves to enter the labor-market.

There are some factors that need to be considered in developing English materials for Visual Communication Design program,

English for Vocational High Schools is categorized as English for Specific Purposes (ESP) since it focuses on a specific field. The first step of ESP is conducting needs analysis. In this research, the needs analysis is conducted through questionnaire. The questionnaire analyzes the students target needs and learning needs.

The materials which are developed in the form of students' book consist of some units. The units are built around themes that support goals or objectives of the study. A unit consists of several tasks that enable the students to achieve the goal. The tasks are sequenced from the easiest to the hardest one and from receptive to productive activities. The tasks also applied scientific approach that consists of six steps; observing, questioning, collecting data, analyzing data, communicating, and creating.

The last factor needs to be considered in developing the materials is material evaluation. In this study, the expert of materials will be asked to give a judgment which includes the measurement of the appropriateness of the content, the language, the presentation, and the graphic.

This study needs to be conducted since it aims at finding out the target needs and the learning needs of grade ten students of Visual Communication Design program and develop the appropriate learning materials for them based on Curriculum 2013 because there is an absence of existence of the appropriate materials.

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter describes the method of the research. The description is organized into six subheadings: type of the research; population and sample of the research; setting of the research; data collection technique and instrument; data analysis technique; and procedure of the research.

##### **A. Type of the Research**

The study is categorized as Research and Development (R&D) since the aim and result of the research is to develop a product (i.e., a set of materials) that can be used in an educational program.

##### **B. Population and Sample**

In conducting the study, two different population were taken by the researcher in which the samples were taken randomly.

- a. Grade ten students of Visual Communication Design program of SMK Koperasi Yogyakarta. The first sample was labeled as subject.
- b. An English lecturer in English Education Department of Yogyakarta State University. The second sample was labeled as evaluator.

##### **C. Setting of the Research**

The research took place in SMK Koperasi Yogyakarta that is located at Jalan Kapas 5 Yogyakarta. It has three study programs, those are accounting, marketing, and visual communication design program. There are three classes of accounting, two classes of marketing, and one class of visual communication

design program since it is a new study program. The observation was held on June 2014.

#### **D. Data Collection Technique and Instrument**

In this study, two questionnaires were used by the researcher to collect data. The first questionnaire aimed to assess the learners' needs, thus, this questionnaire was applied to subject. The second questionnaire aimed to evaluate designed materials and to find out if the materials are already suitable with the learners' needs or not, therefore, this questionnaire was applied to evaluator.

In the first questionnaire, the subject was asked several questions related to their learning needs by answering multiple choice questions. This questionnaire was given to collect learners' needs. The organization of the first questionnaire is presented on the table below.

**Table 3.1      Organization of the first questionnaire for needs analysis**

<b>Aspects</b>	<b>Item Number</b>	<b>The Purpose of the Questionnaire</b>	<b>References</b>
Learners' Identities	Section I	To find out who the students are	Graves (2000: 103) Hutchinson and Waters (1987: 63)
Learners' goal	1	To find out the learners' goal in learning English	Graves (2000: 104)

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Necessities	2,3	To find out what the students need in the target situation for their job in the future. To find out what the students need in the target situation for their job as students.	Hutchinson and Waters (1987: 55)
Wants	4	To find out what the students want to be included in the materials	Hutchinson and Waters (1987: 56)
Lacks	5	To find out the gap between what the students have known and what they should know	Hutchinson and Waters (1987: 55-56)
Input	6, 7, 8, 9, 10, 11, 12, 13, 14	To find out the spoken, written, and visual data that should be included in the materials	Nunan (2004: 47)
Procedure	15, 16, 17, 18, 19, 20, 21	To find out what the students should do with the input within the tasks	Nunan (2004: 52)
Setting	22, 23	To find out in what situations the learning process will take place	Nunan (2004: 70)
Students' role	24	To find out what the students expect to take in carrying out the tasks	Nunan (2004: 64-69)
Teacher's role	25	To find out what part the teacher should take in the instructional process.	Nunan (2004: 64-69)

In the second questionnaire, the evaluator was asked for opinion considering the designed materials. The evaluator was asked to respond whether

they were Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). The questions of this questionnaire were derived from Instruments of Evaluation of English Coursebooks for Vocational High School. The questions are divided into four parts, those are the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness of graphic.

### **E. Data Analysis Technique**

The data from the needs analysis and the expert judgment questionnaires were analyzed quantitatively through descriptive statistics. The data from the needs analysis questionnaire were analyzed by calculating the percentage of each answer in the questionnaire. The answer of which the percentage was the highest was considered representing students' actual condition. The percentage was calculated using the following formula.

$$P = \frac{f}{N} \times 100$$

P : percentage (%)

$f$  : frequency

N : number of respondents

100 : fixed number

In the second questionnaire, the response categories were weighted by numbers, SA= 4, A= 3, D= 2, SD= 1. The data from this questionnaire were first analyzed using the formula proposed by Suharto (2005).

$$R = \frac{(Xh - Xl)}{4}$$

R : range

$Xh$  : the highest scale

$Xl$  : the lowest scale

4 : range of Likert-scale

Then, the result of the calculation was converted into descriptive analysis.

To convert the data, data conversion table proposed by Suharto (2005) was used as the mean of the data had been calculated.

**Table 3.2 Data conversion table**

Scale	Interval	Descriptive Categories
1	$1 \leq x \leq 1.74$	Poor
2	$1.74 \leq x \leq 2.24$	Fair
3	$2.25 \leq x \leq 3.24$	Good
4	$3.25 \leq x \leq 4$	Very Good

$x$  is mean obtained from expert judgment. To find  $x$ , the following formula proposed by Suharto (2005) is used.

$$Mn(x) = \frac{\sum fx}{n}$$

## **F. Procedure of the Research**

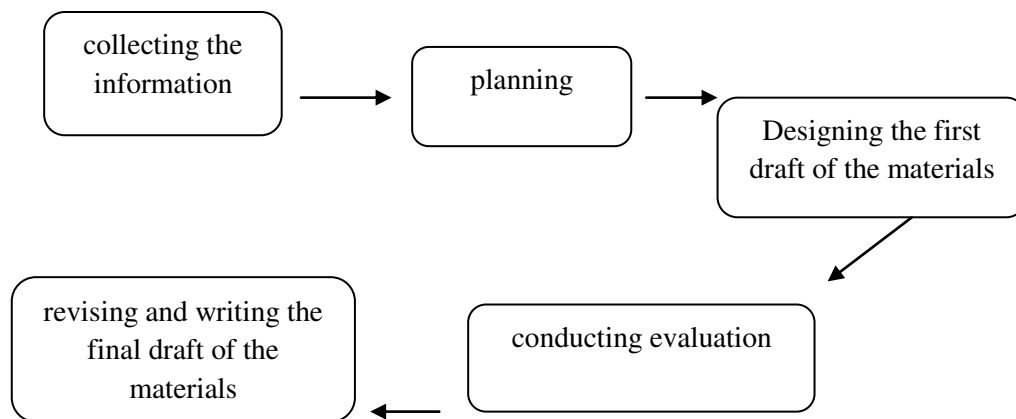
The research procedure used in this study modifies the steps of R&D cycle proposed by Borg and Gall (1983) and the steps of course design proposed by Masuhara (in Tomlinson, 1998). Borg and Gall (1983) propose ten steps of R&D cycle as follows:

1. Research and information collecting
2. Planning
3. Developing preliminary form of product
4. Preliminary field testing
5. Main product revision
6. Main field testing
7. Operational product revision
8. Operational field testing
9. Final product revision
10. Dissemination and implementation

Further Masuhara (in Tomlinson, 1998) offers five steps of course design:

1. Needs analysis
2. Goals and objectives
3. Syllabus design
4. Methodology or materials
5. Testing and evaluation

According to the two models of R&D cycles, the researcher modified and simplified the model as follows.



**Figure 3.1 The model of materials development of the research**

1. Collecting the information

This step covered preliminary observation, literature review, and needs analysis.

2. Planning

It included analyzing the information of data collected and planning the materials.

3. Designing the first draft of the materials

This step included writing the course grid and developing the preliminary or the first draft of the materials.

4. Conducting evaluation

This step included conducting evaluation and revision of the first draft of the materials.

#### 5. Revising and writing the final draft of the materials

The developed materials were revised based on the recommendations that were derived from the second questionnaire. Then, after revising the materials, the researcher wrote the final draft of the materials.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of the research. It provides the description of the research findings and discussion. The research findings consist of the result of the need analysis, the course grid, the first draft of the materials, the expert judgment, and the final draft of the materials.

#### **A. Research Findings**

##### **1. The Result of Needs Analysis**

A need analysis was conducted as the first stage of the research to assess the target and learning needs of the students. The questionnaire was distributed in 19<sup>th</sup> June 2014. The questionnaire was in the form of multiple choices questions. There were some questions in which the students were only allowed to choose one option, and there were some questions in which the students were allowed to choose more than one option. The highest percentage was considered as the students needs.

##### **a. Target needs**

According to Hutchinson and Waters (1987), a target need is learners' view about the target situation. The analysis of the target needs is divided into three points those are necessities, lacks, and wants.

## a) Necessities

Necessities are the type of needs determined by the demands of the target situation. The following tables show Visual Communication Design students' view about the target goals and the demand of their target situation.

**Table 4.1 Students' view about target goals**

Question	Items	N	F	Percentage
What is your purpose of learning English at the school?	a. To pass national examination.	30	16	53,33%
	b. To support the education in the University level.	30	6	20%
	c. To support the jobs after graduating from the school.	30	12	40%
	d. To get the knowledge of English and its culture so that you can communicate well in English.	30	12	40%
	e. To be able to communicate spoken and written in English.	30	14	46,67%
	f. Others ...	30	2	6,67%

In terms of goal the students want to reach in learning English, from the result above it can be seen that 53.33 % of the respondents learn English to pass national examination.



**Table 4.2 Students' view about the demands of the target situation**

Question	Items	N	F	Percentage
To be able to support your education now, you should be in the level of ...	a. beginner: can understand simple sentences and expressions used in a daily life.	30	8	26,67%
	b. intermediate: can understand the main idea or purpose of complicated texts and give comments about that.	30	18	60%
	c. advanced: can understand a variety of texts and understand implicit ideas in a text.	30	4	13,33%
	d. others ...	30	0	0%
To be able to support the next level of education or your future job, you should be in the level of ...	a. beginner: can understand simple sentences and expressions used in a daily life.	30	3	10%
	b. intermediate: can understand the main idea or purpose of complicated texts and give comments about that.	30	6	20%
	c. advanced: can understand a variety of texts and understand implicit ideas in a text.	30	20	66,67%
	d. others ...	30	1	3,33%

In terms of the demand of target situation, the above table shows that 60% of the students believe that they need to be in intermediate level in order to support their job now as students, and 66,67% of the students claim that they need to be in advance level in order to support their later education and job.

b) Lacks

Lacks is the gap between what the learners know already and what the learners do not know. The students' views about their lacks are shown in the following tables.

**Table 4.3 Students' current levels of English proficiency**

Question	Items	N	F	Percentage
Your current level of English proficiency is in the level of ...	a. beginner: can understand simple sentences and expressions used in a daily life.	30	22	73,33%
	b. intermediate: can understand the main idea or purpose of complicated texts and give comments about that.	30	8	26,67%
	c. advanced: can understand a variety of texts and understand implicit ideas in a text.	30	0	0%
	d. others ...	30	0	0%

The table shows that 73,33% of the students state that they are in the beginner level of English proficiency.

## c) Wants

Wants is what the learners expect about language area that they want to master. The following tables show students' general wants in learning English.

**Table 4.4 Students' general wants in learning English**

Question	Items	N	F	Percentage
English teaching and learning process should enable you to ...	a. understand expressions in English.	30	9	30%
	b. understand a variety of texts in English.	30	3	10%
	c. understand English vocabularies including the appropriate meaning and pronunciation.	30	12	40%
	d. communicate well in English.	30	21	70%
	e. others ...	30	0	0%

According to the table, 70% of the students claim that English language teaching and learning process should make them communicate well in English.

**Table 4.5 Students' view about topics they want to learn in learning English**

Question	Items	N	F	Percentage
What kind of topics or themes that you want?	a. Topics related to daily life in family, school, and society.	30	21	70%

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	b. Topics related to teenagers' life.	30	9	30%
	c. Topics related to politics, economics, and socio-cultural life.	30	3	10%
	d. Topics related to science (for examples: plants, planets, universe, new invention in science and technology).	30	4	13,33%
	e. Topics related to your future job on visual communication design.	30	19	63,33%
	f. Others ...	30	1	3,33%

In terms of topics or theme, according to the result above, 70% of the students choose topics related to daily life in family, school, and society.

#### **b. Learning needs**

Learning needs are different from target needs. Hutchinson and Waters (1987) state that learning needs refer to what the learners need to do in order to learn. Learning needs are represented through seven components of task (Nunan, 2004). The analysis of learning needs of the students is divided into some points that are input, procedures, learners' role, teacher's role, and setting as seen from the task components point of view.

## a) Input

Input refers to the spoken, written and visual data that learners work with in the course of completing a task. The students' view about the input that should be carried out in the designed task is shown in the following tables.

**Table 4.6 Learning needs (listening input)**

Question	Items	N	F	Percentage
In listening activities, what kind of texts as learning input do you want?	a. Monologues and dialogues without pictures.	30	1	3,33%
	b. Monologues and dialogues with pictures.	30	18	60%
	c. Monologue and dialogue with new vocabulary provided.	30	14	46,67%
	d. Others ...	30	1	3,33%
How long is the listening input that you can understand?	a. >250 words (long)	30	3	10%
	b. >200 words (medium)	30	12	40%
	c. >150 words (short)	30	14	46,67%

According to the result above it can be seen that 60% of respondents think that the appropriate materials for listening activities are monologues and dialogues with pictures and in terms of the length of listening input, 46,67% of the students claim that they can understand short number of words.

**Table 4.7 Learning needs (speaking input)**

Question	Items	N	F	Percentage
In speaking activities, what kind of texts as learning input do you want?	a. Monologues and dialogues without pictures.	30	11	36,67%
	b. Monologues and dialogues with pictures provided.	30	10	33,33%
	c. Monologue and dialogue with new vocabulary provided.	30	17	56,67%
	d. Others ...	30	1	3,33%

The result above shows that 56,67% of the students like to learn monologues and dialogues in intermediate number of words with new vocabulary provided.

**Table 4.8 Learning needs (reading input)**

Question	Items	N	F	Percentage
In reading activities, what kind of texts as learning input do you want?	a. Texts that consist of paragraphs.	30	11	36,67%
	b. Texts with pictures provided.	30	9	30%
	c. Texts with tables, diagrams, and graphics provided.	30	7	23,33%
	d. Texts with list of vocabulary provided.	30	16	53,33%
	e. Others ...	30	1	3,33%

*continued*

*continued*

How long is the reading input that you can understand?	a. >300 words	30	0	0%
	b. >250-300 words	30	13	43,33%
	c. >150-200 words	30	17	56,67%

From the table above, it can be seen that 53,33% or more than half of the students chose text with list of vocabulary provided as the reading input. The length of the text that they can understand is more than 150-200 words.

**Table 4.9 Learning needs (writing input)**

Question	Items	N	F	Percentage
In writing activities, what kind of texts as learning input do you want?	a. The example of text model that will be learnt or written in writing activities.	30	15	50%
	b. New vocabulary related to the text including the explanation.	30	14	46,67%
	c. The explanation of grammar or sentence structures related to the text.	30	8	26,67%
	d. Pictures, tables, diagrams, or graphics.	30	7	23,33%
	e. Others ...	30	1	3,33%
How long is the text that you want in writing activities?	a. >300 words	30	2	6,67%
	b. >250-300 words	30	11	36,67%
	c. >150-200 words	30	7	23,33%

In terms of writing activities, half of the students like to have the example of text model that will be learnt or written in writing activities as the input with intermediate number of words.

b) Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning tasks. The following tables show the students' view about the procedures of what they should do with the tasks.

**Table 4.10 Learning needs (listening activities)**

Question	Items	N	F	Percentage
What kind of listening activities do you want?	a. Identifying the content of the text.	30	7	23,33%
	b. Identifying the detail information of the text by answering the questions provided.	30	22	73,33%
	c. Identifying specific expressions of the text.	30	4	13,33%
	d. Retelling the content of the text with your own words.	30	6	20%
	e. Taking notes of important points.	30	10	33,33%
	f. Completing missing words.	30	6	20%
	g. Others ...	30	0	0%

For listening activities, almost all participants or 73,33% want to learn listening by identifying detail information of the text by answering the questions provided.



**Table 4.11 Learning needs (speaking activities)**

Question	Items	N	F	Percentage
What kind of speaking activities do you want?	a. Practicing a model of dialogue or monologue provided on the coursebook.	30	18	60%
	b. Making a dialogue then practicing it.	30	9	30%
	c. Presenting a report, story, speech or discussion result.	30	8	26,67%
	d. Discussing a topic and giving opinion related to the topics.	30	10	33,33%
	e. Role-playing.	30	7	23,33%
	f. Reading aloud.	30	5	16,67%
	g. Interviewing other friends.	30	4	13,33%
	h. Others ...	30	1	3,33%

In terms of speaking activities, the highest tendency or 60 % of the respondents wish to learn speaking by practicing a model of dialogue or monologue provided in the coursebook.

**Table 4.12 Learning needs (reading activities)**

Question	Items	N	F	Percentage
What kind of reading activities do you want?	a. Reading a text to find general idea of the text.	30	12	40%
	b. Reading a text to find detail information on the text.	30	10	33,33%

*continued*

*continued*

	c. Reading a text then answering questions related to the text.	30	14	46,67%
	d. Reading aloud a text with the correct pronunciation and intonation.	30	9	30%
	e. Arranging jumbled paragraphs or sentences to be good paragraphs or sentences.	30	4	13,33%
	f. Summarizing the content of the text.	30	5	16,67%
	g. Discussing the content or the meaning of certain expressions on the text and the meaning or the use of those expressions based on the context.	30	7	23,33%
	h. Others ...	30	0	0%

From the result, it can be seen that 46,67% of the respondents claim that they want to learn reading by reading a text then answering questions related to the text.

**Table 4.13 Learning needs (writing activities)**

Question	Items	N	F	Percentage
What kind of writing activities that you want?	a. Writing the same text as the given model text based on the correct grammar and sentence structures.	30	14	46,67%
	b. Arranging jumbled words to be a good sentence.	30	11	36,67%
	c. Arranging jumbled sentences to be a good paragraph.	30	13	43,33%
	d. Writing a text based on pictures, tables, diagrams, or graphics.	30	5	16,67%
	e. Completing the missing words with your own words.	30	12	40%
	f. Correcting wrong sentence structures, spellings and punctuations.	30	10	33,33%
	g. Writing a conclusion of a text.	30	7	23,33%
	h. Others ...	30	0	0%

In terms of writing activities, 46,67% of the students like to learn writing by writing the same text as the given model text based on the correct grammar and sentence structures.

**Table 4.14 Learning needs (vocabularies activities)**

Question	Items	N	F	Percentage
What kind of vocabulary activities do you want?	a. Finding new vocabulary on a text and finding the meaning on a dictionary.	30	18	60%
	b. Finding new vocabulary on a text and identifying the meaning based on the context.	30	15	50%
	c. Completing sentences or paragraphs with your own knowledge.	30	2	6,67%
	d. Classifying new vocabulary on a table then finding the meaning based on the context.	30	5	16,67%
	e. Matching the words with the meanings provided.	30	12	40%
	f. Searching the synonyms or antonyms of words.	30	6	20%
	g. Searching words meanings on a dictionary.	30	11	36,67%
	h. Identifying word class: verb, noun, adjective, etc.	30	15	50%
	i. Matching words with pictures provided.	30	3	10%
	j. Others ...	30	0	0%

For vocabulary activities, 60% of the respondents tend to learn vocabulary by finding new vocabulary on a text then finding the meaning on a dictionary.

**Table 4.15 Learning needs (grammar activities)**

Question	Items	N	F	Percentage
What kind of grammar or structure activities do you want?	a. Memorizing sentence structure/grammar patterns.	30	5	16,67%
	b. Doing grammar exercises.	30	17	56,67%
	c. Making your own sentences based on the given pattern.	30	7	23,33%
	d. Identifying and correcting the wrong sentence structures.	30	12	40%
	e. Others ...	30	1	3,33%

In terms of grammar activities, doing grammar exercises is considered to be the most frequently chosen (56,67%).

**Table 4.16 Learning needs (pronunciation activities)**

Question	Items	N	F	Percentage
What kind of pronunciation activities do you want?	a. Searching the pronunciation on a dictionary.	30	12	40%
	b. Reading aloud and looking for the pronunciation on a dictionary.	30	9	30%
	c. Listening and repeating the pronunciation from the teacher.	30	4	13,33%

*continued*

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	d. Learning to pronounce word by word.	30	16	53,33%
	e. Learning to pronounce words with similar sounds.	30	6	20%
	f. Learning to pronounce every sentence including the stress and intonation.	30	6	20%
	g. Others ...	30	1	3,33%

For the pronunciation activities, 53,33% of the respondents wish to learn pronunciation by pronouncing word by word.

#### c) Setting

Setting can be defined as the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. The following table shows the students' view about the setting of how the task should be carried out.

**Table 4.16 Setting**

Question	Items	N	F	Percentage
You feel more comfortable if the English learning activities is conducted in ...	a. inside the classroom.	30	19	63,33%
	b. outside the classroom, such as on the class edges, school garden, school hall.	30	12	40%
	c. library.	30	6	20%
	d. language laboratory or practice room.	30	12	40%

*continued*

*continued*

	e. others ...	30	2	6,67%
In English teaching and learning process, you prefer to do the task ...	a. individually.	30	12	40%
	b. in pairs.	30	14	46,67%
	c. in a group of 3-4.	30	16	53,33%
	d. in a big project group.	30	5	16,67%
	e. with the whole class.	30	6	20%
	f. others ...	30	1	3,33%

In terms of setting, 63,33% of the students prefer to learn inside the classroom rather than outside and more than half students (53,33%) like to learn in a group of 3-4 people.

#### d) Learners' role

Learners' role refers to part that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between them. The following table shows students' opinion of the role they expect to play on the learning process.

**Table 4.17 Learners' role**

Question	Items	N	F	Percentage
When the teaching and learning process is carried out, you prefer to ...	a. only listen to teacher's explanation.	30	7	23,33%
	b. be guided by the teacher in every task or exercise.	30	13	43,33%
	c. use your creativity in doing the task.	30	7	23,33%

*continued*

<i>continued</i>				
	d. propose your questions and opinions.	30	9	30%
	e. do discussions and actively involved in investigation to solve problem and do the tasks.	30	16	53,33%
	f. others ...	30	0	0%

Based on the result above, it is shown that 53,33% of the students want to do discussion and actively involved in investigation to solve problem and doing the task.

#### e) Teacher's role

Teacher's role refers to part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. The following table shows students' opinion of roles they expect the teacher to play while they are learning.

**Table 4.18 Teacher's role**

Question	Items	N	F	Percentage
When the teaching and learning process is carried out, you prefer the teacher to ...	a. motivate you every time you do the exercises.	30	11	36,67%
	b. support and lead you to use your creativity.	30	12	40%
	c. lead the students to doing the task.	30	11	36,67%

*continued*



*continued*

	d. give suggestion, correction, and comment in every result of students' learning.	30	11	36,67%
	e. create condition for the students to be active in solving problems and doing tasks.	30	13	43,33%
	f. others ...	30	0	0%

The above table figures out that 43,33% of the students want the teacher to create condition for the students to be active in solving problems and doing tasks.

## **2. Course Grid**

The next step of material development was writing course grid. The course grid was used as a guideline to design the units of the materials. When creating the course grid, the researcher considered some aspects such as the result of needs analysis, core competences, and basic competences. For the results of the need analysis, the course grid was developed by taking the highest percentage of the respondent. It was developed by following the core competences and basic competences for the tenth grade of vocational high school. The course grid consists of unit name and title, indicators, inputs, and activities.

### **a. Course grid of Unit 1**

The course grid of Unit 1 is derived from core competences 1, 2, 3, 4, and basic competences 1.1, 2.3, 3.9, 4.13, 4.14. The topic of this unit is experiences of attending art exhibitions. The unit focuses on recount texts about art exhibitions.

The title of Unit 1 is “My Art Exhibition”. The title shows that the unit focuses on retelling experiences on attending art exhibitions. The focus of the grammar is simple past tense and time conjunctions.

#### b. Course grid of Unit 2

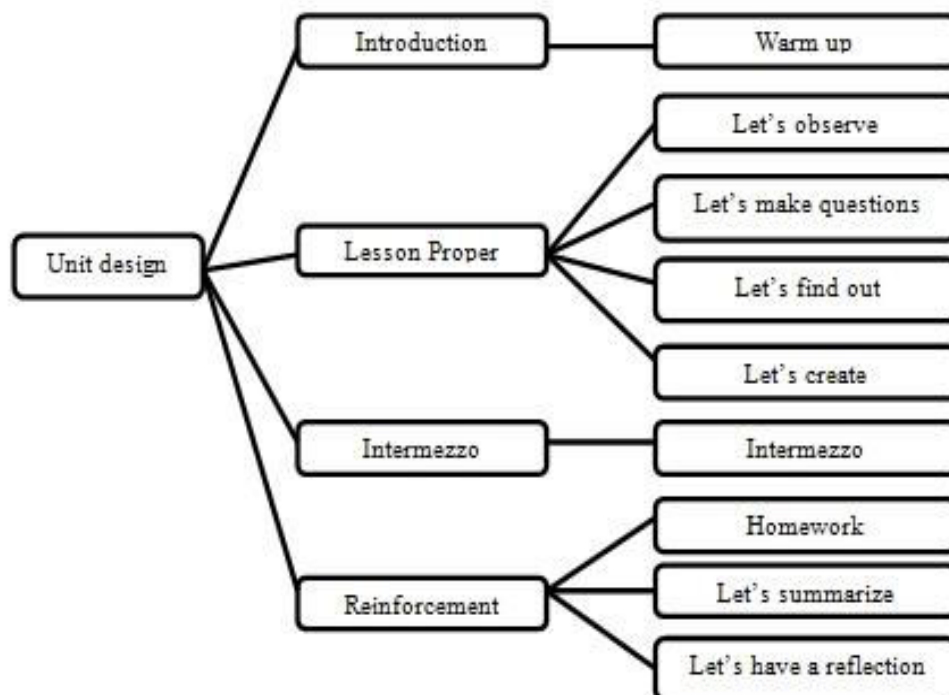
The course grid of Unit 2 is derived from core competences 1, 2, 3, 4, and basic competences 1.1, 2.3, 3.10, 4.15. The topic of this unit is folktales from several countries. The unit focuses on narrative texts. The title of Unit 2 is “Stories Around The World”. The title represents the text type that will be learnt in the unit. The focus of the grammar is reported speeches.

#### c. Course grid of Unit 3

The course grid of Unit 2 is derived from core competence 1, 2, 3, 4 and basic competence 1.1, 2.2, 3.4, 4.5. The topic of this unit is intention for final projects. The unit focuses on asking for and expressing intentions. The title of Unit 3 is “I am Going to Make a Masterpiece”. The title clearly shows that the unit presents the expressions of asking for and expressing intentions. The focus of the grammar is the use of “will” and “(be) going to”.

### **3. The Unit Design**

After the course grid was developed, the next step was developing the materials. The figure below shows the parts of each unit of the materials.



**Figure 4.1 The unit design of the materials**

Figure 4.1 shows that each unit of the materials has four parts: introduction, lesson proper, intermezzo, and reinforcement. The introduction part consists of warm up activities. The activities help students to have a schema building of the materials that will be learnt. Besides, the students can recall their present knowledge through the activities.

The second part of the materials is main lesson. It is divided into spoken cycle and written cycle. Each cycle follows the steps of scientific approach that is required by curriculum 2013. Those steps are observing, questioning, collecting, analyzing, communicating, and creating. In the observing, students read or listen to a text and are given chance to observe things they want to know in terms of content, structure, language features, grammar, etc. Then, based on the items they want to know, they have to make questions in questioning stage. The steps of

collecting data, analyzing data, and communicating are combined into finding out. It aims to ease students in carrying out the tasks in the developed materials. Students collect the data by doing the tasks and communicate their finding to their classmates. The last part of main lesson is creating. In this step, students are asked to produce a particular kind of text. The activities are developed from guided to free activities. In the end of each cycle, there is an intermezzo that contains facts related to visual communication design, proverbs, quotes, and other information.

The last part of the materials is reinforcement. It consists of homework, summary, and reflection. The reinforcement part aims to give the students chances to have more practice outside the classroom on what they have learnt in the unit through activities in homework. While in summary, the students have a clear picture of the text, language features, and grammar in the unit. The reflection gives the students chances to recognize their own success and lack in learning the materials in the unit.

#### **4. The First Draft of the Materials**

The developed materials consist of three units which are elaborated below:

##### **a. Unit 1**

Unit 1 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.9, 4.13, 4.14. The topic of this unit is experiences of attending art exhibitions. The unit focuses on recount texts about art exhibitions. The title of Unit 1 is “My Art Exhibition”. The title shows that the unit focuses on retelling

experiences on attending art exhibitions. The focus of the grammar is simple past tense and time conjunctions.

The core competences and basic competences require the students to be able to analyze the social function, text structure, and language features of recount texts and also to be able to produce the text in spoken and written forms. The unit is divided into two cycles: spoken cycle and written cycle in which each cycle consists of several tasks.

There are 30 tasks in the first unit; 2 tasks belong to warm up activities, 14 tasks belong to reading and writing activities, 13 tasks belong to listening and speaking activities, and 1 task belongs to homework activity. The description of each task is in Appendix D.

#### b. Unit 2

Unit 2 is derived from core competences 1, 2, 3, 4, and basic competences 1.1, 2.3, 3.10, 4.15. The topic of this unit is folktales from several countries. The unit focuses on narrative texts. The title of Unit 2 is “Stories Around The World”. The title represents the text type that will be learnt in the unit. The focus of the grammar is reported speeches.

The core competences and basic competences require the students to be able to analyze the social function, text structure, and language features of narrative texts and also to be able to produce the text in spoken and written forms. The unit is divided into two cycles: spoken cycle and written cycle in which each cycle consists of several tasks.

There are 28 tasks in the second unit; 3 tasks belong to warm up activities, 13 tasks belong to reading and writing activities, 11 tasks belong to listening and speaking activities, and 1 task belongs to homework activity. The description of each task is in Appendix D.

### c. Unit 3

The course grid of Unit 3 is derived from core competence 1, 2, 3, 4 and basic competence 1.1, 2.2, 3.4, 4.5. The topic of this unit is intentions for final projects. The unit focuses on asking for and expressing intentions. The title of Unit 3 is “I Am Going To Make A Masterpiece”. The title clearly shows that the unit presents the expressions of asking for and expressing intentions. The focus of the grammar is the use of “will” and “(be) going to”.

The core competences and basic competences require the students to be able to analyze the social function, text structure, and language features of asking for and stating intentions and also be able to produce the text in spoken and written forms that contain expressions of asking for and stating intentions. The unit is divided into two cycles: spoken cycle and written cycle in which each cycle consists of several tasks.

There are 28 tasks in the third unit; 1 task belongs to warm up activities, 11 tasks belong to reading and writing activities, 10 tasks belong to listening and speaking activities, and 1 task belongs to homework activity. The description of each task is in Appendix D.

## 5. The Expert Judgment

After the first draft of the materials was developed, the next step was expert judgment. In this step, the materials were evaluated by an expert. The expert of the developed materials was Ari Purnawan, M.A. He is a lecturer of English Education Study Program of Yogyakarta State University who has fourteen year-experience of teaching.

### a. The Results of the Expert Judgment and Revisions of Unit 1

#### 1) The Results of the Expert Judgment of Unit 1

In the expert judgment step, there were four aspects of the materials that were evaluated. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The following are the results of the analysis of the questionnaire for expert judgment of Unit 1.

##### a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content of the developed materials. The following table shows the results of the analysis of the appropriateness of the content of Unit 1.

**Table 4.19    The Appropriateness of the Content of Unit 1**

No.	Items	Score
1.	The developed materials are in accordance with the core and	4

*continued*

*continued*

	basic competences stated in Curriculum 2013 for grade X students of vocational high school.	
2.	The developed materials meet the course grid.	4
3.	The topics of the units of the developed materials are relevant with the grade X students of visual communication design program's daily life.	4
4.	The texts in the developed materials are relevant with the grade X students of visual communication design program's context.	4
5.	The developed materials involve the explanation of the structure of a text of a particular genre.	4
6.	The developed materials involve the explanation of social functions of a text of a particular genre.	4
7.	The developed materials involve the explanation of the language features of a text of a particular genre.	4
8.	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	4
9.	The developed materials involve pronunciation learning tasks which are relevant with the requirement of the curriculum.	4
10.	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
<b>Mean (x)</b>		4

Table 4.19 shows that the mean value of the appropriateness of the content of Unit 1 is 4. This value is in the range of  $3.25 \leq x \leq 4$  which falls into the category of "Very Good".



b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language of the developed materials. The following table shows the results of the analysis of the appropriateness of the language of Unit 1.

**Table 4.20 The Appropriateness of the Language of Unit 1**

No.	Items	Score
12.	The language of instructions and explanations in the developed materials is in accordance with the grade X students of visual communication design program's cognitive development	4
13.	The language used in the developed materials is unambiguous and understandable by the students.	4
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	4
16.	The developed materials consistently used one variation of English.	4
<b>Mean (<math>\bar{x}</math>)</b>		3.8

Table 4.20 shows that the mean value of the appropriateness of the language of Unit 1 is 3.8. This value is in the range of  $3.25 \leq x \leq 4$ . It means that the appropriateness of the language of Unit 1 is categorized as "Very Good".

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the presentation of the developed materials. The following table shows the results of the analysis of the appropriateness of the presentation of Unit 1.

**Table 4.21    The Appropriateness of the Presentation of Unit 1**

<b>No.</b>	<b>Items</b>	<b>Score</b>
17.	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
18.	The developed materials are in accordance with the characteristics of Communicative Language Learning.	4
19.	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
20.	The developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	4
21.	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	4
22.	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	4
23.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4
24.	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	4
25.	Every unit of the developed materials has the learning objective stated.	4
26.	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4

*continued*

*continued*

27.	Every unit of the developed materials has homework part.	4
28.	Every unit of the developed materials has intermezzo part that is relevant with the instructional process.	4
<b>Mean (<math>\bar{x}</math>)</b>		3.9

Table 4.21 shows that the mean value of the appropriateness of the presentation of Unit 1 is 3.9. This value is in the range of  $3.25 \leq x \leq 4$ . It means that the appropriateness of the presentation of Unit 1 is categorized as “Very Good”. However, the expert suggests to add an additional guiding task before move to the production task.

d) The Appropriateness of the Graphic

The last aspect to be evaluated was the appropriateness of the graphic of the developed materials. The following table shows the results of the analysis of the appropriateness of the graphic of Unit 1.

**Table 4.22 The Appropriateness of the Graphic of Unit 1**

No.	Items	Score
29.	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	4
30.	The layout of the developed materials is proportional.	4
31.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
32.	The illustrations in the developed materials help to clarify the presentation of the materials.	4
33.	The developed materials use the appropriate variation of fonts.	4

*continued*

*continued*

34.	The developed materials used the right number of variation (bold, italic, underline, capitalization).	4
35.	The overall design of the developed materials is visually interesting.	4
<b>Mean (<math>\bar{x}</math>)</b>		4

Table 4.22 shows that the mean value of the appropriateness of the graphic of Unit 1 is 4. This value is in the range of  $3.25 \leq x \leq 4$  which falls into the category of “Very Good”.

## **2) Revisions of Unit 1**

The results of the materials evaluation show that Unit 1 is appropriate for grade ten students of Visual Communication Design study program. However, there were some parts that need to be revised. The revisions of Unit 1 mostly dealt with grammatical mistakes. There were some ungrammatical sentences that need to be revised. For example the sentence “After bought the tickets, we entered the building.” is ungrammatical. It must be “After buying the tickets, we entered the building.”

There are some omissions needed, such is the sentence “It may be about your experience, someone else’s experience or events that happening in the past.” The word “that” needs to be omitted so it becomes “It may be about your experience, someone else’s experience or events happening in the past.” The terms “*kb*”, “*kk*”, “*ks*”, and “*kkt*” also need to be replaced with “noun”, “verb”, “adj”, and “adv”.

There are also some additions, such as an additional example of parts of a given recount text in Task 8 and additional column in Task 18 that aims to give the students an opportunity to show which lines of the text that support their answers. Moreover, there is one additional guidance task in this unit that is Task 29. The task asks the students to make a simple recount text based on a series of pictures. This task aims to enable the students to do the next free production task. Since there is an additional task, so the names of the tasks after Task 29 need to be revised, too. The previous Task 29 becomes Task 30, and Task 30 becomes Task 31. The complete revisions of Unit 1 can be found in Appendix H.

## **b. The Results of the Expert Judgment and Revisions of Unit 2**

### **1) The Results of the Expert Judgment of Unit 2**

In the expert judgment step, there were four aspects of the materials that were evaluated. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The following are the results of the analysis of the questionnaire for expert judgment of Unit 2.

#### **a) The Appropriateness of the Content**

The first aspect to be evaluated was the appropriateness of the content of the developed materials. The following table shows the results of the analysis of the appropriateness of the content of Unit 2.

**Table 4.23 The Appropriateness of the Content of Unit 2**

<b>No.</b>	<b>Items</b>	<b>Score</b>
1.	The developed materials are in accordance with the core and basic competences stated in Curriculum 2013 for grade X students of vocational high school.	4
2.	The developed materials meet the course grid.	4
3.	The topics of the units of the developed materials are relevant with the grade X students of visual communication design program's daily life.	4
4.	The texts in the developed materials are relevant with the grade X students of visual communication design program's context.	4
5.	The developed materials involve the explanation of the structure of a text of a particular genre.	4
6.	The developed materials involve the explanation of social functions of a text of a particular genre.	4
7.	The developed materials involve the explanation of the language features of a text of a particular genre.	4
8.	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	4
9.	The developed materials involve pronunciation learning tasks which are relevant with the requirement of the curriculum.	4
10.	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
<b>Mean (x)</b>		4

Table 4.23 shows that the mean value of the appropriateness of the content of Unit 2 is 4. This value is in the range of  $3.25 \leq x \leq 4$  which falls into the category of “Very Good”.

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language of the developed materials. The following table shows the results of the analysis of the appropriateness of the language of Unit 2.

**Table 4.24 The Appropriateness of the Language of Unit 2**

No.	Items	Score
12.	The language of instructions and explanations in the developed materials is in accordance with the grade X students of visual communication design program’s cognitive development	4
13.	The language used in the developed materials is unambiguous and understandable by the students.	4
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	4
16.	The developed materials consistently used one variation of English.	4
<b>Mean (x)</b>		3.8

Table 4.24 shows that the mean value of the appropriateness of the language of Unit 2 is 3.8. This value is in the range of  $3.25 \leq x \leq 4$ . It means that the appropriateness of the language of Unit 2 is categorized as “Very Good”.

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the presentation of the developed materials. The following table shows the results of the analysis of the appropriateness of the presentation of Unit 2.

**Table 4.25 The Appropriateness of the Presentation of Unit 2**

No.	Items	Score
17.	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
18.	The developed materials are in accordance with the characteristics of Communicative Language Learning.	4
19.	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
20.	The developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	4
21.	The developed materials encourage learners to actively interacting in English with classmates, teachers, and other people.	4
22.	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	4
23.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4

*continued*



*continued*

24.	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	4
25.	Every unit of the developed materials has the learning objective stated.	4
26.	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
27.	Every unit of the developed materials has homework part.	4
28.	Every unit of the developed materials has intermezzo part that is relevant with the instructional process.	4
<b>Mean (x)</b>		3.9

Table 4.25 shows that the mean value of the appropriateness of the presentation of Unit 2 is 3.9. This value is in the range of  $3.25 \leq x \leq 4$ . It means that the appropriateness of the presentation of Unit 2 is categorized as “Very Good”.

d) The Appropriateness of the Graphic

The last aspect to be evaluated was the appropriateness of the graphic of the developed materials. The following table shows the results of the analysis of the appropriateness of the graphic of Unit 2.

**Table 4.26 The Appropriateness of the Graphic of Unit 2**

No.	Items	Score
29.	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	4

*continued*

*continued*

30.	The layout of the developed materials is proportional.	4
31.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
32.	The illustrations in the developed materials help to clarify the presentation of the materials.	4
33.	The developed materials use the appropriate variation of fonts.	4
34.	The developed materials used the right number of variation (bold, italic, underline, capitalization).	4
35.	The overall design of the developed materials is visually interesting.	4
<b>Mean (<math>\bar{x}</math>)</b>		4

Table 4.26 shows that the mean value of the appropriateness of the graphic of Unit 2 is 4. This value is in the range of  $3.25 \leq x \leq 4$  which falls into the category of “Very Good”.

## 2) Revisions of Unit 2

The results of the materials evaluation show that Unit 2 is categorized as “Very Good”. However, there were some parts that needed to be revised. Compare with Unit 1, Unit 2 has fewer mistakes. There were eight tasks that were revised. The revisions of Unit 2 mostly dealt with grammatical mistakes. There were some ungrammatical sentences that needed to be revised. For example the sentence “What is the differences between words like *exact* and *exactly*?” is ungrammatical. It must be “What are the differences between words like *exact* and *exactly*?” Another ungrammatical sentence is “The King agreed and let him went home”, and it becomes “The King agreed and let him go home”.

The terms “*kb*”, “*kk*”, “*ks*”, and “*kkt*” need to be replaced with “noun”, “verb”, “adj”, and “adv”. Another revision occurred in Task 7 where there is an additional column that aims to give the students an opportunity to show which lines of the text support their answers. There are also some additions, such as an additional example of parts of a given narrative text in Task 9, additional questions to guide the students in rewriting the story in Task 14, and an addition of phonetic transcriptions in Task 21. The complete revisions of Unit 2 can be found in Appendix H.

### **c. The Results of the Expert Judgment and Revisions of Unit 3**

#### **1) The Results of the Expert Judgment of Unit 3**

In the expert judgment step, there were four aspects of the materials that were evaluated. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The following are the results of the analysis of the questionnaire for expert judgment of Unit 3.

##### **a) The Appropriateness of the Content**

The first aspect to be evaluated was the appropriateness of the content of the developed materials. The following table shows the results of the analysis of the appropriateness of the content of Unit 3.

**Table 4.27 The Appropriateness of the Content of Unit 3**

No.	Items	Score
1.	The developed materials are in accordance with the core and basic competences stated in Curriculum 2013 for grade X students of vocational high school.	4
2.	The developed materials meet the course grid.	4
3.	The topics of the units of the developed materials are relevant with the grade X students of visual communication design program's daily life.	4
4.	The texts in the developed materials are relevant with the grade X students of visual communication design program's context.	4
5.	The developed materials involve the explanation of the structure of a text of a particular genre.	4
6.	The developed materials involve the explanation of social functions of a text of a particular genre.	4
7.	The developed materials involve the explanation of the language features of a text of a particular genre.	4
8.	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	4
9.	The developed materials involve pronunciation learning tasks which are relevant with the requirement of the curriculum.	4
10.	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
<b>Mean (<i>x</i>)</b>		4

Table 4.27 shows that the mean value of the appropriateness of the content of Unit 3 is 4. This value is in the range of  $3.25 \leq x \leq 4$  which falls into the category of “Very Good”.

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language of the developed materials. The following table shows the results of the analysis of the appropriateness of the language of Unit 3.

**Table 4.28 The Appropriateness of the Language of Unit 3**

No.	Score	Score
12.	The language of instructions and explanations in the developed materials is in accordance with the grade X students of visual communication design program’s cognitive development	4
13.	The language used in the developed materials is unambiguous and understandable by the students.	4
14.	The language used in the developed materials is grammatically correct.	4
15.	The language used in the developed materials is cohesive and coherent.	4
16.	The developed materials consistently used one variation of English.	4
<b>Mean (x)</b>		<b>4</b>

Table 4.28 shows that the mean value of the appropriateness of the language of Unit 3 is 4. This value is in the range of  $3.25 \leq x \leq 4$ . It means that the appropriateness of the language of Unit 3 is categorized as “Very Good”.

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the presentation of the developed materials. The following table shows the results of the analysis of the appropriateness of the presentation of Unit 3.

**Table 4.29 The Appropriateness of the Presentation of Unit 3**

No.	Items	Score
17.	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
18.	The developed materials are in accordance with the characteristics of Communicative Language Learning.	4
18.	The developed materials are in accordance with the characteristics of Communicative Language Learning.	4
19.	The developed materials are begun with guided tasks and gradually move to the free production tasks.	4
20.	The developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	4
21.	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	4
22.	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	4
23.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4

*continued*

*continued*

24.	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	4
25.	Every unit of the developed materials has the learning objective stated.	4
26.	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
27.	Every unit of the developed materials has homework part.	4
28.	Every unit of the developed materials has intermezzo part that is relevant with the instructional process.	4
<b>Mean (x)</b>		4

Table 4.29 shows that the mean value of the appropriateness of the presentation of Unit 3 is 4. This value is in the range of  $3.25 \leq x \leq 4$ . It means that the appropriateness of the presentation of Unit 3 is categorized as “Very Good”.

d) The Appropriateness of the Graphic

The last aspect to be evaluated was the appropriateness of the graphic of the developed materials. The following table shows the results of the analysis of the appropriateness of the graphic of Unit 3.

**Table 4.30 The Appropriateness of the Graphic of Unit 3**

No.	Items	Score
29.	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	4

*continued*

*continued*

30.	The layout of the developed materials is proportional.	4
31.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
32.	The illustrations in the developed materials help to clarify the presentation of the materials.	4
33.	The developed materials use the appropriate variation of fonts.	4
34.	The developed materials used the right number of variation (bold, italic, underline, capitalization).	4
35.	The overall design of the developed materials is visually interesting.	4
<b>Mean (<math>\bar{x}</math>)</b>		4

Table 4.30 shows that the mean value of the appropriateness of the graphic of Unit 3 is 4. This value is in the range of  $3.25 \leq x \leq 4$  which falls into the category of “Very Good”.

## 2) Revisions of Unit 3

The results of the materials evaluation show that Unit 3 is appropriate for grade ten students of Visual Communication Design study program. This unit has the least mistakes. There were three tasks that needed to be revised.

Task 5 and Task 6 have the same misspelling word. The word “email” was then revised into “e-mail”. Another revision occurred in Task 8 where the writer adds some examples of expressions of asking for and stating intentions. The other tasks are categorized as “Very Good” and do not need any revision. The complete revisions of Unit 3 can be found in Appendix H.



## **B. Discussion**

The result of this research is a set of English learning materials for grade ten students of Visual Communication Design program based on Curriculum 2013 using scientific approach. After taking a long time process of developing the materials, finally the developed materials have been judge as appropriate for Visual Communication Design program.

A need analysis was conducted on 19<sup>th</sup> June 2014 as the first stage of the research to assess the target and learning needs of the students. The questionnaire was in the form of multiple choices questions. The questionnaire aimed to find out the learners' target needs and learning needs.

In terms of target needs, based on the needs analysis, the students' main goal in learning English is to pass national examination. They also believe that they need to be in intermediate level in order to support their job now as students, and they need to be in advance level in order to support their later education and job. Lacks is the gap between what the learners know already and what the learners do not know. Based on the needs analysis, the students are mostly in the beginner level of English proficiency. Wants is what the learners expect about language area that they want to master. The students claim that English language teaching and learning process should make them communicate well in English. They also choose topics related to daily life in family, school, and society.

The analysis of learning needs of the students is divided into some points that are input, procedures, learners' role, teacher's role, and setting as seen from the task components point of view (Nunan, 2004).

In terms of inputs, the result of the needs analysis shows that the students want monologues and dialogues with pictures in short number of words as the listening input, monologues and dialogues in intermediate number of words with new vocabulary provided as the speaking input, texts with list of vocabulary provided as the reading input, and examples of text model that will be learnt or written in writing activities as the input with intermediate number of words as writing input.

For listening activities, the students want to learn listening by identifying detail information of the text by answering the questions provided. In terms of speaking activities, they wish to learn speaking by practicing a model of dialogue or monologue provided in the coursebook. They claim that they want to learn reading by reading a text then answering questions related to the text. In terms of writing activities, the students like to learn writing by writing the same text as the given model text based on the correct grammar and sentence structures. For vocabulary activities, the students tend to learn vocabulary by finding new vocabulary on a text then finding the meaning on a dictionary. In terms of grammar activities, they want to do grammar exercises. For the pronunciation activities, the students wish to learn pronunciation by pronouncing word by word.

In terms of setting, the students prefer to learn inside the classroom rather than outside. They also like to work in group of 3-4. For learners' role, based on the needs analysis, the students want to do discussion and actively involved in investigation to solve problem and doing the task. In terms of teacher's role, the students want the teacher to create condition for the students to be active in solving problems and doing tasks.

The next step in designing materials was designing the course grid. For the results of the need analysis, the course grid was developed by taking the highest percentage of the respondent and following the core competences and basic competences for the tenth grade of vocational high school. The course grid consists of unit name and title, indicators, inputs, and activities.

As the course grid had been designed, the next step was developing the materials. The developed materials have different number of tasks depending on the competences that the students have to reach. Yet, each unit has the same unit design that consists of three main parts; introduction, main lesson, and reinforcement, and one additional part; intermezzo. Introduction part consists of schema-builder tasks that aim to activate students' schemata related to the topic of the unit. Main lesson part is divided into spoken cycle and written cycle. Each cycle follows the steps of scientific approach, i.e. observing, questioning, collecting data, analyzing data, communicating, and creating. Those steps are applied in four stages, namely let's observe, let's make questions, let's find out and let's create. The finding out stage applies three steps of scientific approach, those are collecting data, analyzing data, and communicating conclusion. Through

those four stages, the main lesson part focuses in guiding the students to reach the competence as stated in the core competence and basic competence. The reinforcement part consists of homework, self-reflection, and summary parts. Homework part aims to give students further practice in a particular task outside the classroom. The reflection part gives the students opportunity to recall what they have learnt through the unit and reflect on how they have done it to strengthen their response in their learning process so that they can do their own self-assessment. The summary part consists of language functions, structures, or texts that they have learnt in the unit. The additional part is intermezzo. It provides information, riddles, quotations, and proverbs related to visual communication design program that aim to refresh them. Each unit has two parts of intermezzo that are put in the end of each cycle.

Unit 1 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.9, 4.13, 4.14. The topic of this unit is experiences of attending art exhibitions. The unit focuses on recount texts about art exhibitions. The title of unit one is “My Art Exhibition”. The title shows that the unit focuses on retelling experiences on attending art exhibitions. The focus of the grammar is simple past tense and time conjunctions. The core competences and basic competences require the students to be able to analyze the social function, text structure, and language features of recount texts and also to be able to produce the text in spoken and written forms. The unit is divided into two cycles: spoken cycle and written cycle in which each cycle consists of several tasks. There are 30 tasks in the first unit; 2 tasks belong to warm up activities, 14 tasks belong to reading and writing

activities, 13 tasks belong to listening and speaking activities, and 1 task belongs to homework activity.

Unit 2 is derived from core competences 1, 2, 3, 4, and basic competences 1.1, 2.3, 3.10, 4.15. The topic of this unit is folktales from several countries. The unit focuses on narrative texts. The title of unit two is “Stories Around The World”. The title represents the text type that will be learnt in the unit. The focus of the grammar is reported speeches. The core competences and basic competences require the students to be able to analyze the social function, text structure, and language features of narrative texts and also to be able to produce the text in spoken and written forms. The unit is divided into two cycles: spoken cycle and written cycle in which each cycle consists of several tasks. There are 28 tasks in the second unit; 3 tasks belong to warm up activities, 13 tasks belong to reading and writing activities, 11 tasks belong to listening and speaking activities, and 1 task belongs to homework activity.

The course grid of Unit 3 is derived from core competence 1, 2, 3, 4 and basic competence 1.1, 2.2, 3.4, 4.5. The topic of this unit is intentions for final projects. The unit focuses on asking for and expressing intentions. The title of unit three is “I am Going to Make a Masterpiece”. The title clearly shows that the unit presents the expressions of asking for and expressing intentions. The focus of the grammar is the use of “will” and “(be) going to”. The core competences and basic competences require the students to be able to analyze the social function, text structure, and language features of asking for and stating intentions and also be able to produce the texts in spoken and written forms that contain expressions of

asking for and stating intentions The unit is divided into two cycles: spoken cycle and written cycle in which each cycle consists of several tasks. There are 28 tasks in the third unit; 1 task belongs to warm up activities, 11 tasks belong to reading and writing activities, 10 tasks belong to listening and speaking activities, and 1 task belongs to homework activity.

As the first draft of the materials had been designed, the next step was expert judgment. There were four aspects of the materials that were being evaluated. Those were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, the appropriateness of the graphic.

The results of the expert judgment of Unit 1 show that the mean value of the appropriateness of the content of Unit 1 is 4 which falls into the category of “Very Good”. The mean value of the appropriateness of the language of Unit 1 of the developed materials is 3.8 that is categorized as “Very Good”. The mean value of the appropriateness of the presentation of Unit 1 is 3.9 that is categorized as “Very Good”. The mean value of the appropriateness of the graphic of Unit 1 is 4 which falls into the category of “Very Good”.

The revisions of Unit 1 mostly dealt with grammatical mistakes. There is also one additional guidance task in this unit that is Task 29. The task asks the students to make a simple recount text based on a series of pictures. This task aims to enable the students to do the next free production task. Since there is an additional task, the names of the tasks after Task 29 need to be revised, too. The previous Task 29 becomes Task 30, and Task 30 becomes Task 31.

The results of the expert judgment of Unit 2 show that the mean value of the appropriateness of the content of Unit 2 is 4 which falls into the category of “Very Good”. The mean value of the appropriateness of the language of Unit 2 of the developed materials is 3.8 that is categorized as “Very Good”. The mean value of the appropriateness of the presentation of Unit 2 is 3.9 that is categorized as “Very Good”. The mean value of the appropriateness of the graphic of Unit 2 is 4 which falls into the category of “Very Good”.

Compared with Unit 1, Unit 2 has fewer mistakes. There were eight tasks that were revised. The revisions of Unit 2 mostly dealt with grammatical mistakes. There are also some additions, such as an additional example of parts of a narrative text in Task 9, additional questions to guide the students in rewriting the story in Task 14, and an addition of phonetic transcriptions in Task 21.

The mean value of four aspects in Unit 3 is 4 that is categorized as “Very Good”. This unit has the least mistakes. There were three tasks that need to be revised. Task 5 and Task 6 have the same misspelling word. The word “email” was then revised into “e-mail”. Another revision occurred in Task 8 where the writer adds some examples of expressions of asking for and stating intentions. The other tasks are categorized as “Very Good” and do not need any revision.

As the needed revision had been made, the materials were considered as the final draft. The final draft of the developed materials can be seen in Appendix I.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions and suggestions of the research. The conclusion part answers the objectives of the research and presents the conclusions of the research findings and discussion. The suggestion part presents some suggestions from the researcher to English teachers of vocational high schools, and other researchers or material developers.

#### **A. Conclusions**

##### **1. Target Needs**

According to the needs analysis conducted on 19<sup>th</sup> June 2014, the target needs of Grade X students of Visual Communication Design program can be concluded as follow:

- a. The main goal of the students in learning English is to pass national examination
- b. The students' current level of English proficiency is beginner. However, they believe that they need to be in intermediate level in order to support their job now as students, and they need to be in advance level in order to support their later education and job.
- c. The students claim that English language teaching and learning process should make them communicate well in English.



## 2. Learning Needs

Learning needs cover the components of tasks proposed by Nunan (2004), those are inputs, procedures, setting, teacher's role, and learners' role.

In terms of inputs, the students want monologues and dialogues with pictures in short number of words as the listening input, monologues and dialogues in intermediate number of words with new vocabulary provided as the speaking input, texts with list of vocabulary provided as the reading input, and examples of text model that will be learnt or written in writing activities as the input with intermediate number of words as writing input.

In terms of procedures, for listening activities, the students want to learn listening by identifying detail information of the text by answering the questions provided. In terms of speaking activities, they wish to learn speaking by practicing a model of dialogue or monologue provided in the coursebook. They claim that they want to learn reading by reading a text then answering questions related to the text. In terms of writing activities, the students like to learn writing by writing the same text as the given model text based on the correct grammar and sentence structures. For vocabulary activities, the students tend to learn vocabulary by finding new vocabulary on a text then find the meaning on a dictionary. In terms of grammar activities, they want to do grammar exercises. For the pronunciation activities, the students wish to learn pronunciation by pronouncing word by word.

Related to setting, the students prefer to learn inside the classroom rather than outside. They also like to work in group of 3-4.

In terms of teacher and learners' roles, the students want the teacher to create condition for the students to be active in solving problems and doing tasks. They also want to do discussion and actively involved in investigation to solve problem and doing the task.

### 3. Characteristics of English Learning Materials for Grade X Students of Visual Communication Design Program

Based on the expert judgment, the developed materials are categorized as "Very Good". Since the developed materials apply Curriculum 2013, it was developed based on certain core competences and basic competences. It also uses scientific approach that is suggested to be applied in Curriculum 2013. This can be seen through the arrangement of the learning tasks that consists of several steps of scientific approach.

The topics of the units of the developed materials should be related to the visual communication design field. It aims to make the materials meet the learners' interest and are closely related to learners' field of study so that they find their learning is meaningful.

The developed materials consist of three units which have some components. The first is unit title and objective. Unit title can be in the form of phrase or sentence in which by reading the title the students can predict what they will learn in the unit.

The next component is introduction which consists of warm-up tasks which consist of some questions and give the students opportunity to have a

brainstorming and to activate their schemata related to the topic and prepare them for the main lesson.

Main lesson is the next component. It consists of two cycles, spoken cycle and written cycle. Each cycle applies the six steps of scientific approach, i.e. observing, questioning, collecting data, analyzing data, communicating, and creating. Those steps are applied into four stages called let's observe, let's make questions, let's find out, and let's create.

In the observing stage, the tasks focus on nudging the students to observe a spoken or written text and list items they want to know further in order to produce a text of particular types. In questioning stage, the task aims to guide the students to formulate questions based on the list of items they want to know further and propose temporary answers for the questions. The finding out stage applies the collecting data, analyzing data, and communicating conclusion in the scientific approach. The tasks in this stage aim to guide the students to collect information and identify it to answer the questions that they have formulated before and then communicate the answers to their questions in both spoken and written forms. The last stage of the main lesson is creating. The creating tasks aim to engage the students to have semi-guided production up to free-guided production of texts of particular types.

The last component of each unit is reinforcement that gives an opportunity for students to have further practice outside the classroom. It also aims to give the students an opportunity to recall what they have learnt through the unit and reflect

on how they have done it to strengthen their response in their learning process so they can do their own assessment. It also provides summary part which consists of the language functions, structures, or texts that they have learnt in the unit.

The additional part is intermezzo. It provides information, riddles, quotations, and proverbs related to visual communication design program that aim to refresh them. Each unit has two parts of intermezzo that are put in the end of each cycle.

## **B. Suggestions**

### **1. To English Teachers of Visual Communication Design Program**

For English teachers of vocational high school, the researcher proposes four suggestions. The first suggestion is that the teacher should change the students' mindset of their goal in learning English. Teachers should make the students believe that learning English is important to support their later job, not only to pass national examination . The next is that the teachers are suggested to give input with pictures and new vocabulary provided. The third suggestion is that the teachers should be able to create conditions for the students to be active in solving problems and doing the tasks. The last suggestion is that the teachers should continually conduct needs analysis because the students' needs might be change. By conducting needs analysis continually, the teachers can provide the right help and guidance to facilitate the students learning process.

## 2. To Other Researchers

For other material developers and/or researchers, there are three suggestions proposed. The first is that in order to be able to develop materials that really meet the learner's target needs and learning needs, the material developers should conduct needs analysis thoroughly. The second suggestion is that since this research only evaluates the materials using the expert judgment, other material developers are suggested to do a try out of their materials in order to get better evaluations. Another suggestion is that in regard with the government policy that textbooks for instructional process in school will be provided by the government, the textbooks are not available yet, especially the textbooks for vocational high schools. Thus, it is a good opportunity for material developers to develop English instructional materials that are in accordance with Curriculum 2013 of other study programs.

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# APPENDICES



# **APPENDIX A**

## **The Needs Analysis Instrument**



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281. Telp. (0274) 550843, 548207.  
Fax (0274) 548207  
<http://www.fbs.uny.ac.id>

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Kepada : Siswa Kelas X DKV SMK Koperasi Yogyakarta

Assalamu'alaikum, Wr. Wb.

Dalam rangka penelitian tentang pengembangan materi pembelajaran Bahasa Inggris untuk siswa kelas X jurusan Desain Komunikasi Visual di SMK Koperasi Yogyakarta, pada kesempatan kali ini peneliti memohon kesediaan Anda untuk mengisi angket kebutuhan siswa. Angket ini bukan dimaksudkan untuk menguji kemampuan Anda, melainkan untuk mengetahui kebutuhan siswa kelas X jurusan Desain Komunikasi Visual terkait dengan materi pembelajaran Bahasa Inggris. Jawaban Anda tidak akan mempengaruhi nilai rapot Anda. Oleh karena itu jawaban jujur dan sesuai dengan kondisi Anda sangat diharapkan untuk membantu kelancaran penelitian ini. Adapun jawaban dan identitas Anda dalam angket ini akan dijaga kerahasiaannya sesuai dengan kode etik penelitian.

Terima kasih.

Wassalamualaikum, Wr. Wb.

Yogyakarta, Juni 2014  
Peneliti,

**Satwika Nindya Kirana**  
NIM. 10202241061

Angket Analisis Kebutuhan Siswa Kelas X DKV dalam Pembelajaran Bahasa Inggris di SMK Koperasi Yogyakarta

Petunjuk pengisian

Berilah tanda silang (x) pada huruf a, b, c, d atau seterusnya sesuai dengan pendapat Anda. Jika Anda mempunyai pendapat lain, silahkan tuliskan jawaban Anda di kolom yang tersedia.

A. Data pribadi responden

Nama	:	
Usia	:	..... tahun
Jenis kelamin	:	
Kelas	:	

B. Analisis kebutuhan siswa dalam pembelajaran bahasa Inggris

1. Apakah tujuan Anda belajar bahasa Inggris di sekolah?  
(*Boleh memilih lebih dari satu jawaban*)
  - a. Memenuhi syarat lulus Ujian Nasional.
  - b. Menunjang pendidikan di jenjang universitas.
  - c. Menunjang pekerjaan setelah lulus sekolah.
  - d. Mendapatkan pengetahuan tentang bahasa Inggris dan budayanya sehingga dapat berkomunikasi dengan baik dalam bahasa Inggris.
  - e. Untuk bisa berkomunikasi secara lisan maupun tertulis dalam Bahasa Inggris.
  - f. Lainnya  
(tuliskan).....
  
2. Untuk dapat menunjang pendidikan Anda saat ini, seharusnya Anda berada pada level ...  
(*Pilih satu jawaban saja*)
  - a. pemula (beginner): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
  - b. menengah (intermediate): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks .
  - c. mahir (advanced): dapat memahami berbagai macam teks dan memahami makna tersirat yang terdapat dalam sebuah teks.
  - d. lainnya  
(tuliskan).....

3. Untuk dapat menunjang pendidikan ke jenjang yang lebih tinggi atau menunjang pekerjaan Anda kelak, seharusnya Anda berada pada level ...  
(Pilih satu jawaban saja)
  - a. pemula (beginner): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
  - b. menengah (intermediate): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks .
  - c. mahir (advanced): dapat memahami berbagai macam teks dan memahami makna tersirat yang terdapat dalam sebuah teks.
  - d. lainnya  
(tuliskan).....
  
4. Pelajaran bahasa Inggris seharusnya dapat membuat Anda ...  
(Boleh memilih lebih dari satu jawaban)
  - a. memahami ungkapan-ungkapan bahasa Inggris.
  - b. memahami berbagai macam teks bahasa Inggris.
  - c. memahami kata-kata dalam bahasa Inggris termasuk arti dan cara pengucapannya yang baik dan benar.
  - d. berkomunikasi dengan baik dalam bahasa Inggris.
  - e. lainnya  
(tuliskan).....
  
5. Kemampuan bahasa Inggris Anda saat ini berada pada level ...  
(Pilih satu jawaban saja)
  - a. pemula (beginner): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
  - b. menengah (intermediate): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks .
  - c. mahir (advanced): dapat memahami berbagai macam teks dan memahami makna tersirat yang terdapat dalam sebuah teks.
  - d. lainnya  
(tuliskan).....
  
6. Di dalam pembelajaran mendengarkan (*listening*), bentuk teks sebagai input pembelajaran seperti apa yang Anda inginkan?  
(Boleh memilih lebih dari satu jawaban)
  - a. Monolog dan dialog tanpa gambar.

- b. Monolog dan dialog yang disertai gambar.
  - c. Monolog dan dialog yang disertai kosa kata baru.
  - d. Lainnya  
(tuliskan).....
7. Berapa panjang teks sebagai input pembelajaran mendengarkan (*listening*) yang mampu Anda pahami?  
(Pilih satu jawaban saja)
- a. > 250 kata (panjang)
  - b. > 200 kata (sedang)
  - c. > 150 kata (pendek)
8. Di dalam pembelajaran berbicara (*speaking*), bentuk teks sebagai input pembelajaran seperti apa yang Anda inginkan?  
(Boleh memilih lebih dari satu jawaban)
- a. Monolog dan dialog tanpa gambar.
  - b. Monolog dan dialog yang disertai gambar.
  - c. Monolog dan dialog yang disertai kosa kata baru.
  - d. Lainnya  
(tuliskan).....
9. Berapa panjang teks yang anda inginkan dalam pembelajaran berbicara (*speaking*)?  
(Pilih satu jawaban saja)
- a. > 250 kata (panjang)
  - b. > 200 kata (sedang)
  - c. > 150 kata (pendek)
10. Di dalam pembelajaran membaca (*reading*), bentuk teks sebagai input pembelajaran seperti apa yang Anda inginkan?  
(Boleh memilih lebih dari satu jawaban)
- a. Teks bacaan terdiri dari beberapa paragraf.
  - b. Teks bacaan disertai gambar-gambar.
  - c. Teks bacaan disertai tabel, diagram, bagan, atau grafik.
  - d. Teks bacaan disertai daftar kosa kata.

- e. Lainnya  
(tuliskan).....
11. Berapa panjang teks sebagai input pembelajaran membaca (*reading*) yang mampu Anda pahami?  
(Pilih satu jawaban saja)
- > 300 kata
  - > 250-300 kata
  - > 150-200 kata
12. Di dalam pembelajaran menulis (*writing*), teks tertulis sebagai input pembelajaran seperti apa yang Anda inginkan?  
(Boleh memilih lebih dari satu jawaban)
- Berupa contoh teks yang akan dipelajari/digunakan dalam latihan menulis.
  - Berupa kosa kata baru yang terkait dengan teks dan beserta penjelasannya.
  - Berupa penjelasan struktur kebahasaan yang berkaitan dengan teks.
  - Berupa gambar, tabel, diagram, bagan, atau grafik.
  - Lainnya  
(tuliskan).....
13. Berapa panjang teks yang anda inginkan dalam pembelajaran menulis (*writing*)?  
(Pilih satu jawaban saja)
- > 300 kata
  - > 250-300 kata
  - > 150-200 kata
14. Topik atau tema pembelajaran apa yang Anda inginkan?  
(Boleh memilih lebih dari satu jawaban)
- Topik-topik yang berhubungan dengan kehidupan sehari-hari di lingkungan keluarga, sekolah, dan masyarakat.
  - Topik-topik yang berhubungan dengan kehidupan remaja.
  - Topik-topik yang berhubungan dengan kehidupan politik, ekonomi, dan sosial budaya

- d. Topik-topik yang berhubungan dengan dunia ilmu pengetahuan (misalnya tentang tumbuhan, planet, tata surya, penemuan baru di bidang IPTEK)
- e. Topik-topik yang berhubungan dengan pekerjaan Anda kelak di bidang Desain Komunikasi Visual.
- f. Lainnya  
(tuliskan).....

15. Jenis kegiatan pembelajaran mendengarkan (*listening*) seperti apa yang Anda inginkan?

(Boleh memilih lebih dari satu jawaban)

- a. Mengidentifikasi isi teks menyimak secara garis besar.
- b. Mengidentifikasi rincian/ detail informasi dari teks menyimak yang diperdengarkan dengan menjawab beberapa pertanyaan yang telah disediakan.
- c. Mengidentifikasi ungkapan-ungkapan tertentu dari teks menyimak.
- d. Menceritakan kembali isi teks dengan bahasa sendiri.
- e. Mencatat poin-poin penting.
- f. Melengkapi teks rumpang.
- g. Lainnya  
(tuliskan).....

16. Jenis kegiatan pembelajaran berbicara (*speaking*) seperti yang Anda inginkan?

(Boleh memilih lebih dari satu jawaban)

- a. Mempraktikan sebuah model dialog/ monolog yang tersedia di dalam buku atau materi.
- b. Membuat sebuah dialog lalu mempraktekkan.
- c. Mempersentasikan laporan, cerita, pidato/hasil diskusi.
- d. Berdiskusi tentang sebuah topik dan menyampaikan pendapat berkaitan dengan topik tersebut.
- e. Bermain peran (Role-playing)
- f. Membaca nyaring.
- g. Mewawancarai teman lain.
- h. Lainnya  
(tuliskan).....

17. Jenis kegiatan pembelajaran membaca (*reading*) seperti yang Anda inginkan?

(*Boleh memilih lebih dari satu jawaban*)

- a. Membaca teks bacaan untuk mencari tahu isi bacaan secara umum.
- b. Membaca teks bacaan untuk mencari tahu informasi tertentu dalam bacaan.
- c. Membaca teks bacaan lalu menjawab pertanyaan yang berkaitan dengan isi bacaan tersebut.
- d. Membaca nyaring teks dengan pengucapan dan intonasi yang benar.
- e. Menyusun paragraf/ kalimat acak menjadi sebuah urutan paragraf/kalimat yang benar atau logis.
- f. Meringkas isi bacaan.
- g. Mendiskusikan isi atau arti ungkapan-ungkapan tertentu yang terdapat dalam bacaan tersebut dan penggunaan isi atau arti ungkapan-ungkapan tersebut berdasarkan konteks.
- h. Lainnya  
(tuliskan).....

18. Jenis kegiatan pembelajaran menulis (*writing*) seperti yang Anda inginkan?

(*Boleh memilih lebih dari satu jawaban*)

- a. Menulis teks yang sama dengan contoh model teks yang diberikan sesuai dengan tata bahasa dan struktur penyusunan paragraf yang benar.
- b. Menyusun kata-kata acak sehingga menjadi kalimat yang padu.
- c. Menyusun kalimat-kalimat acak sehingga menjadi satu paragraf yang padu.
- d. Menulis teks berdasarkan gambar, tabel, diagram, bagan, atau grafik.
- e. Melengkapi paragraf rumpang dengan kalimat yang sesuai.
- f. Membetulkan struktur kalimat, ejaan, dan tanda baca yang salah.
- g. Menulis kesimpulan dari sebuah teks.
- h. Lainnya  
(tuliskan).....

19. Jenis kegiatan pembelajaran pengayaan kosa kata (*vocabulary*) seperti yang Anda inginkan?

(*Boleh memilih lebih dari satu jawaban*)



- a. Menemukan kosa kata baru di dalam sebuah teks dan mencari arti atau terjemahannya di dalam kamus.
- b. Menemukan kosa kata baru di dalam sebuah teks dan mengidentifikasi arti atau terjemahannya berdasarkan konteks di dalam teks bacaan.
- c. Melengkapi kalimat/paragraf dengan pengetahuan sendiri.
- d. Mengelompokkan kosa kata baru di dalam sebuah tabel kemudian mencari arti/terjemahan berdasarkan konteks di dalam bacaan.
- e. Mencocokkan kata-kata dengan pilihan makna yang telah disediakan.
- f. Mencari sinonim atau antonim kata.
- g. Mencari makna dalam kamus.
- h. Mengidentifikasi jenis kata: kata kerja, kata benda, kata sifat, dll.
- i. Mencocokkan kata dengan gambar.
- j. Lainnya  
(tuliskan).....

20. Jenis kegiatan pembelajaran tata bahasa (*grammar/structure*) seperti yang Anda inginkan?

(*Boleh memilih lebih dari satu jawaban*)

- a. Menghafalkan rumus/ formula struktur tata bahasa.
- b. Mengerjakan soal-soal latihan tentang tata bahasa.
- c. Membuat kalimat sendiri berdasarkan pola yang diajarkan.
- d. Mengidentifikasi struktur kalimat yang salah lalu memperbaikinya.
- e. Lainnya  
(tuliskan).....

21. Jenis kegiatan pembelajaran pengucapan/pelafalan (*pronunciation*) seperti yang Anda inginkan?

(*Boleh memilih lebih dari satu jawaban*)

- a. Mencari cara pengucapan di dalam kamus.
- b. Membaca secara nyaring dan melihat cara pengucapannya di dalam kamus.
- c. Mendengar dan menirukan cara pengucapan dari guru.
- d. Berlatih mengucapkan dari kata-perkata.
- e. Berlatih mengucapkan kata yang memiliki bunyi yang hampir sama.
- f. Berlatih mengucapkan setiap kalimat termasuk cara penekanan (stress) dan intonasi pengucapan.

g. Lainnya  
(tuliskan).....

22. Anda merasa lebih nyaman jika proses pembelajaran bahasa Inggris dilaksanakan di ...

*(Boleh memilih lebih dari satu jawaban)*

- a. ruang kelas.
- b. luar kelas, seperti pinggiran kelas, taman, aula sekolah.
- c. perpustakaan.
- d. laboratorium bahasa/ ruang praktek.
- e. lainnya  
(tuliskan).....

23. Dalam proses pembelajaran Bahasa Inggris, Anda lebih suka mengerjakan tugas/kegiatan Bahasa Inggris secara ...

*(Boleh memilih lebih dari satu jawaban)*

- a. individu.
- b. berpasangan dengan teman sebangku.
- c. dalam sebuah kelompok kecil terdiri dari 3-4 orang.
- d. dibuat menjadi proyek kelompok besar.
- e. bekerja sama dengan semua teman sekelas.
- f. lainnya  
(tuliskan).....

24. Pada saat proses belajar mengajar berlangsung, Anda lebih suka...

*(Boleh memilih lebih dari satu jawaban)*

- a. hanya mendengarkan penjelasan dari guru.
- b. dituntun dalam setiap mengerjakan tugas/latihan dari guru.
- c. menggunakan kreativitas anda dalam mengerjakan tugas.
- d. mengajukan pertanyaan dan pendapat Anda.
- e. berdiskusi dan aktif dalam penyelidikan untuk memecahkan masalah dan mengerjakan tugas.
- f. lainnya  
(tuliskan).....

25. Pada saat proses belajar mengajar berlangsung, Anda lebih menginginkan jika guru ...

*(Boleh memilih lebih dari satu jawaban)*

- a. memotivasi anda saat mengerjakan setiap soal latihan.
- b. mendorong dan mengarahkan anda untuk menggunakan kreativitas anda.
- c. menciptakan suasana bagi para siswa untuk aktif dalam memecahkan masalah dan mengerjakan tugas.
- d. mengarahkan para siswa untuk mengerjakan soal/latihan.
- e. memberi saran, koreksi, dan komentar terhadap setiap hasil kerja siswa.
- f. lainnya  
(tuliskan).....

# **APPENDIX B**

## **The Needs Analysis Data**

### THE NEEDS ANALYSIS DATA

Target Needs				
Necessities				
Question	Items	N	F	Percentage
What is your purpose of learning English at the school?	a. To pass national examination.	30	16	53,33%
	b. Support the education in the University level.	30	6	20%
	c. To support the jobs after graduate from the school.	30	12	40%
	d. To get the knowledge of English and its culture so that you can communicate well in English.	30	12	40%
	e. To be able to communicate spoken and written in English.	30	14	46,67%
	f. Others ...	30	2	6,67%
To be able to support your education now, you should be in the level of ...	a. beginner: can understand simple sentences and expressions used in a daily life.	30	8	26,67%
	b. intermediate: can understand the main idea or purpose of complicated texts and give comments about that.	30	18	60%

*continued*

*continued*

	c. advanced: can understand a variety of texts and understand implicit ideas in a text.	30	4	13,33%
	d. others ...	30	0	0%
To be able to support the next level of education or your future job, you should be in the level of ...	a. beginner: can understand simple sentences and expressions used in a daily life.	30	3	10%
	b. intermediate: can understand the main idea or purpose of complicated texts and give comments about that.	30	6	20%
	c. advanced: can understand a variety of texts and understand implicit ideas in a text.	30	20	66,67%
	d. others ...	30	1	3,33%
<b>Lacks</b>				
Question	Items	N	F	Percentage
Your current level of English proficiency is in the level of ...	a. beginner: can understand simple sentences and expressions used in a daily life.	30	22	73,33%

*continued*

*continued*

	b. intermediate: can understand the main idea or purpose of complicated texts and give comments about that.	30	8	26,67%
	c. advanced: can understand a variety of texts and understand implicit ideas in a text.	30	0	0%
	d. others ...	30	0	0%
<b>Wants</b>				
Question	Items	N	F	Percentage
English teaching and learning process should enable you to ...	a. understand expressions in English.	30	9	30%
	b. understand a variety of texts in English.	30	3	10%
	c. understand English vocabularies including the appropriate meaning and pronunciation.	30	12	40%
	d. communicate well in English.	30	21	70%
	e. others ...	30	0	0%
What kind of topics or themes that you want?	a. Topics related to daily life in family, school, and society.	30	21	70%
	b. Topics related to teenagers' life.	30	9	30%

*continued*

*continued*

	c. Topics related to politics, economics, and socio-cultural life.	30	3	10%
	d. Topics related to science (for examples: plants, planets, universe, new invention in science and technology).	30	4	13,33%
	e. Topics related to your future job on visual communication design.	30	19	63,33%
	f. Others ...	30	1	3,33%
<b>Learning Needs</b>				
<b>Input</b>				
Question	Items	N	F	Percentage
In listening activities, what kind of texts as learning input do you want?	a. Monologues and dialogues without pictures.	30	1	3,33%
	b. Monologues and dialogues with pictures.	30	18	60%
	c. Monologue and dialogue with new vocabulary provided.	30	14	46,67%
	d. Others ...	30	1	3,33%
How long is the listening input that you can understand?	a. >250 words (long)	30	3	10%
	b. >200 words (medium)	30	12	40%
	c. >150 words (short)	30	14	46,67%

*continued*



*continued*

In speaking activities, what kind of texts as learning input do you want?	a. Monologues and dialogues without pictures.	30	11	36,67%
	b. Monologues and dialogues with pictures provided.	30	10	33,33%
	c. Monologue and dialogue with new vocabulary provided.	30	17	56,67%
	d. Others ...	30	1	3,33%
How long is the texts that you want in speaking activities	a. >250 words (long)	30	3	10%
	b. >200 words (medium)	30	23	76,67%
	c. >150 words (short)	30	4	13,33%
In reading activities, what kind of texts as learning input do you want?	a. Texts that consist of paragraphs.	30	11	36,67%
	b. Texts with pictures provided.	30	9	30%
	c. Texts with tables, diagrams, and graphics provided.	30	7	23,33%
	d. Texts with list of vocabulary provided.	30	16	53,33%
	e. Others ...	30	1	3,33%
How long is the reading input that you can understand?	a. >300 words	30	0	0%
	b. >250-300 words	30	13	43,33%
	c. >150-200 words	30	17	56,67%

*continued*

*continued*

In writing activities, what kind of texts as learning input do you want?	a. The example of text model that will be learnt or written in writing activities.	30	15	50%
	b. New vocabulary related to the text including the explanation.	30	14	46,67%
	c. The explanation of grammar or sentence structures related to the text.	30	8	26,67%
	d. Pictures, tables, diagrams, or graphics.	30	7	23,33%
	e. Others ...	30	1	3,33%
How long is the text that you want in writing activities?	a. >300 words	30	2	6,67%
	b. >250-300 words	30	11	36,67%
	c. >150-200 words	30	7	23,33%
<b>Procedure</b>				
Question	Items	N	F	Percentage
What kind of listening activities do you want?	a. Identifying the content of the text.	30	7	23,33%
	b. Identifying the detail information of the text by answering the questions provided.	30	22	73,33%
	c. Identifying specific expressions of the text.	30	4	13,33%

*continued*

*continued*

	d. Retelling the content of the text with your own words.	30	6	20%
	e. Taking notes of important points.	30	10	33,33%
	f. Completing missing words.	30	6	20%
	g. Others ...	30	0	0%
What kind of speaking activities do you want?	a. Practicing a model of dialogue or monologue provided on the coursebook.	30	18	60%
	b. Making a dialogue then practicing it.	30	9	30%
	c. Presenting a report, story, speech or discussion result.	30	8	26,67%
	d. Discussing a topic and giving opinion related to the topics.	30	10	33,33%
	e. Role-playing.	30	7	23,33%
	f. Reading aloud.	30	5	16,67%
	g. Interviewing other friends.	30	4	13,33%
	h. Others ...	30	1	3,33%
What kind of reading activities do you want?	a. Reading a text to find general idea of the text.	30	12	40%
	b. Reading a text to find detail information on the text.	30	10	33,33%
	c. Reading a text then answering questions related to the text.	30	14	46,67%

*continued*

*continued*

	d. Reading aloud a text with the correct pronunciation and intonation.	30	9	30%
	e. Arranging jumbled paragraphs or sentences to be good paragraphs or sentences.	30	4	13,33%
	f. Summarizing the content of the text.	30	5	16,67%
	g. Discussing the content or the meaning of certain expressions on the text and the meaning or the use of those expressions based on the context.	30	7	23,33%
	h. Others ...	30	0	0%
What kind of writing activities do you want?	a. Writing the same text as the given model text based on the correct grammar and sentence structures.	30	14	46,67%
	b. Arranging jumbled words to be a good sentence.	30	11	36,67%
	c. Arranging jumbled sentences to be a good paragraph.	30	13	43,33%
	d. Writing a text based on pictures, tables, diagrams, or graphics.	30	5	16,67%

*continued*

*continued*

	e. Completing the missing words with your own words.	30	12	40%
	f. Correcting wrong sentence structures, spellings and punctuations.	30	10	33,33%
	g. Writing a conclusion of a text.	30	7	23,33%
	h. Others ...	30	0	0%
What kind of vocabulary activities do you want?	a. Finding new vocabulary on a text and finding the meaning on a dictionary.	30	18	60%
	b. Finding new vocabulary on a text and identifying the meaning based on the context.	30	15	50%
	c. Completing sentences or paragraphs with your own knowledge.	30	2	6,67%
	d. Classifying new vocabulary on a table then finding the meaning based on the context.	30	5	16,67%
	e. Matching the words with the meanings provided.	30	12	40%
	f. Searching the synonyms or antonyms of words.	30	6	20%

*continued*

*continued*

	g. Searching words meanings on a dictionary.	30	11	36,67%
	h. Identifying word class: verb, noun, adjective, etc.	30	15	50%
	i. Matching words with pictures provided.	30	3	10%
	j. Others ...	30	0	0%
What kind of grammar or structure activities do you want?	a. Memorizing sentence structure/grammar patterns.	30	5	16,67%
	b. Doing grammar exercises.	30	17	56,67%
	c. Making your own sentences based on the given pattern.	30	7	23,33%
	d. Identifying and correcting the wrong sentence structures.	30	12	40%
	e. Others ...	30	1	3,33%
What kind of pronunciation activities do you want?	a. Searching the pronunciation on a dictionary.	30	12	40%
	b. Reading aloud and looking for the pronunciation on a dictionary.	30	9	30%
	c. Listening and repeating the pronunciation from the teacher.	30	4	13,33%

*continued*

*continued*

	d. Learning to pronounce word by word.	30	16	53,33%
	e. Learning to pronounce words with similar sounds.	30	6	20%
	f. Learning to pronounce every sentence including the stress and intonation.	30	6	20%
	g. Others ...	30	1	3,33%
<b>Setting</b>				
<b>Question</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage</b>
You feel more comfortable if the English learning activities is conducted in ...	a. inside the classroom.	30	19	63,33%
	b. outside the classroom, such as on the class edges, school garden, school hall.	30	12	40%
	c. library.	30	6	20%
	d. language laboratory or practice room.	30	12	40%
	e. others ...	30	2	6,67%
In English teaching and learning process, you prefer to do the task ...	a. individually.	30	12	40%
	b. in pairs.	30	14	46,67%
	c. in a group of 3-4.	30	16	53,33%
	d. in a big project group.	30	5	16,67%
	e. with the whole class.	30	6	20%
	f. others ...	30	1	3,33%
<b>Learners' Role</b>				
<b>Question</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage</b>

*continued*

*continued*

When the teaching and learning process is carried out, you prefer to ...	a. only listen to teacher's explanation.	30	7	23,33%
	b. be guided by the teacher in every task or exercise.	30	13	43,33%
	c. use your creativity in doing the task.	30	7	23,33%
	d. propose your questions and opinions.	30	9	30%
	e. do discussions and actively involved in investigation to solve problem and do the tasks.	30	16	53,33%
	f. others ...	30	0	0%
<b>Teacher's Role</b>				
Question	Items	N	F	Percentage
When the teaching and learning process is carried out, you prefer the teacher to ...	a. motivate you every time you do the exercises.	30	11	36,67%
	b. support and lead you to use your creativity.	30	12	40%
	c. lead the students to doing the task.	30	11	36,67%
	d. give suggestion, correction, and comment in every result of students' learning.	30	11	36,67%

*continued*



*continued*

	e. create condition for the students to be active in solving problems and doing tasks.	30	13	43,33%
	f. others ...	30	0	0%

# **APPENDIX C**

## **Course Grid**

## COURSE GRID

### ENGLISH INSTRUCTIONAL MATERIALS FOR GRADE X STUDENTS OF VISUAL COMMUNICATION DESIGN PROGRAM

#### UNIT 1

**Grade/Semeser** : X/2

**Study Program** : Visual Communication Design Program


**Core and Basic Competences** :

Core Competences	Basic Competences
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>recount</i> tentang pengalaman, kejadian, dan peristiwa sederhana, sesuai dengan konteks penggunaannya.

4. Mengolah,menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.	<p>4.13 Menangkap makna teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.</p> <p>4.14 Menyusun teks <i>recount</i> lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
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Unit/Topic	Character Values	Indicators	Inputs	Grammar and Vocabulary	Media	Activities
Unit 1 Art Exhibitions	Cooperative Honesty	Students are able to: 1. identify the purpose of a recount text; 2. use past tense to recount events; 3. use appropriate time conjunctions; 4. recount personal experiences and past events honestly.	<ul style="list-style-type: none"> <li>▪ Spoken and written recount texts about art exhibitions</li> <li>▪ Language features and structure of a recount text</li> <li>▪ List of vocabulary related to the topic</li> <li>▪ Explanation of simple past tense</li> <li>▪ Explanation of time conjunction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simple Past Tense: S+V2+... Example: My friends and I visited Artjog, a fine art exhibition.</li> <li>➤ The vocabulary are related to the topic and recount texts.</li> </ul>		<p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>• Students answer questions about the topic of the unit based on their personal experience. (Task 1)</li> <li>• Students have a vocabulary exercise related to the topic of the unit. (Task 2)</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• Observing <ul style="list-style-type: none"> <li>➤ Students read a recount text and then identify things they want to know further related to the text. (Task 3)</li> </ul> </li> <li>• Questioning <ul style="list-style-type: none"> <li>➤ Students formulate questions by referring to the list of things they</li> </ul> </li> </ul>

						<p>want to know further related to the text type. (Task 4)</p> <ul style="list-style-type: none"> <li>➤ Students in pairs propose temporary answers to the questions. (Task 5)</li> <li>• Finding out <ul style="list-style-type: none"> <li>➤ Students read a recount text and answer comprehension questions. (Task 6)</li> <li>➤ Students do a vocabulary exercise and compare their answers with their friends'. (Task 7)</li> <li>➤ Students study and find out more information about the structure and language features of a recount text and then discuss the result of their work with the classmates. (Task 8)</li> <li>➤ Students, in groups of three, practice identifying the structure of a recount text and compare their answers with other groups'. (Task 9)</li> </ul> </li> </ul>
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					<p>➤ Advertisement (Task 13)</p> 	<ul style="list-style-type: none"> <li>➤ Students identify verbs and verb form in a recount text. (Task 10)</li> <li>➤ Students study and find out more information about the simple past tense and then discuss the result of their work with the classmates. (Task 11)</li> <li>➤ Students have grammar exercises by correcting grammar mistakes and then compare their answer with their friends'. (Task 12)</li> <li>➤ Students practice making simple past tense sentences based on an advertisement and then compare their answer with their friends' as they finish. (Task 13)</li> <li>• Creating             <ul style="list-style-type: none"> <li>➤ Students arrange jumbled paragraphs into a good and meaningful recount text. (Task 14)</li> <li>➤ Students in pairs rewrite a recount text using their own words</li> </ul> </li> </ul>
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					<p>➤ A recording of a recount text (Task 17, Task 18, Task 19)</p>	<p>and discuss their result with other pairs. (Task 15)</p> <p>➤ In groups of three or four, students find out an article about past events and rewrite it using their own words and present their work in front of the class. (Task 16)</p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Observing <ul style="list-style-type: none"> <li>➤ Students listen to a recording of a recount text and fill the missing information based on the recording with the words provided. (Task 17)</li> <li>➤ Students decide whether the statements are true or false based on the recording. (Task 18)</li> <li>➤ Students listen to the same recording and identify things they want to know further related to the recording. (Task 19)</li> </ul> </li> <li>• Questioning</li> </ul>
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					<ul style="list-style-type: none"> <li>➤ A recording of a recount text (Task 22)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students formulate questions by referring to the list of things they want to know further related to the recording. (Task 20)</li> <li>➤ Students in pairs propose temporary answers to the questions. (Task 21)</li> <li>• Finding out <ul style="list-style-type: none"> <li>➤ Students listen to a recording, answer comprehension questions. (Task 22)</li> <li>➤ Students do a vocabulary exercise, and compare their answer with their friends'. (Task 23)</li> <li>➤ Students in pairs practice identifying the structure of a spoken recount text and share their answers with other pairs. (Task 24)</li> <li>➤ Students study and discuss information about time conjunctions and then compare their work with their friends'. (Task 25)</li> </ul> </li> </ul>
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					<ul style="list-style-type: none"> <li>➤ A recording of a recount text (Task 27)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students find out more information about time conjunctions and then discuss their work with their friends'. (Task 26)</li> <li>➤ Students practice identifying time conjunctions in a recording of a recount text and then discuss their answers with their friends. (Task 27)</li> <li>• Creating <ul style="list-style-type: none"> <li>➤ Students interview one of their friends about his/her experience based on a list of questions and then retell it in front of the class. (Task 28)</li> <li>➤ Students individually recount one of their experiences dealing with art exhibitions in front of the class. (Task 29)</li> </ul> </li> </ul>
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## COURSE GRID


### ENGLISH INSTRUCTIONAL MATERIALS FOR GRADE X STUDENTS OF VISUAL COMMUNICATION DESIGN PROGRAM



#### UNIT 2

**Grade/Semeser** : X/2  
**Study Program** : Visual Communication Design Program  
**Core and Basic Competences** :

Core Competences	Basic Competences
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

masalah.	
4. Mengolah,menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.	4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Unit/Topic	Character Values	Indicators	Inputs	Grammar and Vocabulary	Media	Activities
Unit 2 Stories Around the World	Cooperative Care	Students are able to: 1. identify the purpose of a narrative text; 2. find out moral value in a narrative text; 3. use reported speech; 4. describe things to enrich a narrative text; 5. retell a narrative text.	<ul style="list-style-type: none"> <li>Spoken and written narrative texts</li> <li>Language features and structure of a narrative text</li> <li>List of vocabulary related to the topic</li> <li>Explanation of reported speech</li> <li>Explanation of describing things in a narrative text</li> </ul>	<p>➤ Reported Speeches Example: The King told Ahmed that he was amazing.</p> <p>➤ The vocabulary are related to the topic and narrative texts.</p>	<p>➤ Pictures (Task 2)</p> 	<p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>Students answer questions about the topic of the unit based on their personal experience. (Task 1)</li> <li>Students match characters of stories with the suitable titles. (Task 2)</li> <li>Students have a vocabulary exercise related to the topic of the unit. (Task 3)</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Observing <ul style="list-style-type: none"> <li>Students read a narrative text and then identify things they want to know further related to the text. (Task 4)</li> </ul> </li> </ul>

					 	<ul style="list-style-type: none"> <li>• Questioning <ul style="list-style-type: none"> <li>➤ Students formulate questions by referring to the list of things they want to know further related to the text type. (Task 5)</li> <li>➤ Students in pairs propose temporary answers to the questions. (Task 6)</li> </ul> </li> <li>• Finding out <ul style="list-style-type: none"> <li>➤ Students read a narrative text and decide whether the statements are true or false. (Task 7)</li> <li>➤ Students do a vocabulary exercise, and compare their answers with their friends'. (Task 8)</li> <li>➤ Students study and find out more information about the structure and language features of a narrative and then discuss the result of their work with the classmates. (Task 9)</li> </ul> </li> </ul>
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						<ul style="list-style-type: none"> <li>➤ Students, in group of three, practice identifying the structure of a narrative text and finding out moral value in the story and then share their answers with other groups. (Task 10)</li> <li>➤ Students identify direct speeches in narrative texts and then in group of four discuss a question. (Task 11)</li> <li>➤ Students study and find out more information about reported speech and then discuss the result of their work with the classmates. (Task 12)</li> <li>➤ Students have grammar exercises by changing direct speeches into reported speeches and then compare their answer</li> </ul>
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					<p>with their friends' as they finish. (Task 13)</p> <ul style="list-style-type: none"> <li>• <b>Creating</b> <ul style="list-style-type: none"> <li>➤ Students arrange jumbled paragraphs into a good and meaningful narrative text and then compare their work with their friends'. (Task 14)</li> <li>➤ Students, in group of four, rewrite a recount text using their own words and discuss their result with other groups. (Task 15)</li> <li>➤ Students individually find out a story from another country and rewrite it using their own words and present their work in front of the class. (Task 16)</li> </ul> </li> <li>• <b>Listening and Speaking</b> <ul style="list-style-type: none"> <li>• <b>Observing</b> <ul style="list-style-type: none"> <li>➤ Students listen to a recording of a narrative text and answer comprehension</li> </ul> </li> </ul> </li> </ul> <p>➤ A recording of a narrative text (Task 17, Task 18)</p>	<p>with their friends' as they finish. (Task 13)</p> <ul style="list-style-type: none"> <li>• <b>Creating</b> <ul style="list-style-type: none"> <li>➤ Students arrange jumbled paragraphs into a good and meaningful narrative text and then compare their work with their friends'. (Task 14)</li> <li>➤ Students, in group of four, rewrite a recount text using their own words and discuss their result with other groups. (Task 15)</li> <li>➤ Students individually find out a story from another country and rewrite it using their own words and present their work in front of the class. (Task 16)</li> </ul> </li> <li>• <b>Listening and Speaking</b> <ul style="list-style-type: none"> <li>• <b>Observing</b> <ul style="list-style-type: none"> <li>➤ Students listen to a recording of a narrative text and answer comprehension</li> </ul> </li> </ul> </li> </ul> <p>➤ A recording of a narrative text (Task 17, Task 18)</p>
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					<p>➤ A recording of a narrative text (Task 22)</p>	<p>questions. (Task 17)</p> <p>➤ Students identify things they want to know further related to the recording. (Task 18)</p> <ul style="list-style-type: none"> <li>• Questioning <ul style="list-style-type: none"> <li>➤ Students formulate questions by referring to the list of things they want to know further related to the recording. (Task 19)</li> <li>➤ Students in pairs propose temporary answers to the questions. (Task 20)</li> </ul> </li> <li>• Finding out <ul style="list-style-type: none"> <li>➤ Students do a vocabulary exercise and compare their answers with their friends'. (Task 21)</li> <li>➤ Students listen to a recording and decide whether the statements are true or false based on the recording. (Task 22)</li> <li>➤ Students in pairs practice identifying the structure of a</li> </ul> </li> </ul>
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					<p>➤ Movies entitled “Rapunzel” and “Tangled” (Task 26)</p>	<p>spoken narrative text and finding out moral value of the story and compare their answers with other pairs’. (Task 23)</p> <p>➤ Students study, discuss, and find out more information about how to use adjectives and adverbs and then discuss their work with their friends. (Task 24)</p> <p>➤ Students practice identifying adjectives and adverbs in narrative texts and then discuss their answers in groups of four. (Task 25)</p> <p>• Creating</p> <p>➤ Students watch a movie and identify the structure of the story and then compare their work with their friends’. (Task 26)</p> <p>➤ Students in pairs find out a story that they like the most and then retell it with their own</p>
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						words in front of the class. (Task 27)
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## COURSE GRID


### ENGLISH INSTRUCTIONAL MATERIALS FOR GRADE X STUDENTS OF VISUAL COMMUNICATION DESIGN PROGRAM

#### UNIT 3


**Grade/Semeser** : X/2  
**Study Program** : Visual Communication Design Program  
**Core and Basic Competences** :

Core Competences	Basic Competences
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan	3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

masalah.	
4. Mengolah,menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.	4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

Unit/Topic	Character Values	Indicators	Inputs	Grammar and Vocabulary	Media	Activities
Unit 3 I am Going to Make a Masterpiece	Cooperative Responsive-ness Politeness	Students are able to: 1. identify and express the expressions of asking for intentions in written and spoken forms; 2. identify and express the expressions of stating intentions in written and spoken forms; 3. identify and use “will” and “(be)”	<ul style="list-style-type: none"> <li>Written texts containing expressions of asking for and stating intentions</li> <li>Dialogues containing expressions of asking for and stating intentions</li> <li>List of vocabulary related to the topic</li> <li>Explanation of asking for and stating intentions</li> <li>Explanation</li> </ul>	<ul style="list-style-type: none"> <li>“will” and “(be)” going to Example: I am going to make a masterpiece</li> <li>The vocabulary are related to the topic and intentions.</li> </ul>	<ul style="list-style-type: none"> <li>A captured screen ‘WhatsApp’ (Task 2)</li> </ul> 	<p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>Students answer questions about the topic of the unit based on their personal experience. (Task 1)</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Observing <ul style="list-style-type: none"> <li>Students read a written conversation containing expressions of asking for and expressing intentions and then identify things they want to know further related to the text. (Task 2)</li> </ul> </li> <li>Questioning <ul style="list-style-type: none"> <li>Students formulate questions by referring to the list of things they want to know further related to the expressions. (Task 3)</li> </ul> </li> </ul>



					<p>➤ A captured screen e-mail (Task 11)</p>  <p>➤ A recording of a dialogue (Task 13,</p>	<p>discuss the result of their work with the classmates. (Task 9)</p> <p>➤ Students have grammar exercises by completing sentences with “will” and “(be) going to” and then compare their answer with their friends’ as they finish. (Task 10)</p> <p>• Creating</p> <p>➤ Students completing an e-mail with the words provided and then compare their work with their friends’. (Task 11)</p> <p>➤ Students in pairs make a short letter containing expressions of asking for and stating intentions and read the letter to the class. (Task 12)</p> <p><b>Listening and Speaking</b></p> <p>• Observing</p> <p>➤ Students listen to a dialogue containing expressions of asking for and stating intentions and complete missing informations with the words provided. (Task</p>
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					<p>Task 14)</p> <p>➤ A recording of a dialogue (Task 18)</p>	<p>13)</p> <p>➤ Students identify things they want to know further related to the dialogue. (Task 14)</p> <ul style="list-style-type: none"> <li>• Questioning <ul style="list-style-type: none"> <li>➤ Students formulate questions by referring to the list of things they want to know further related to the recording. (Task 15)</li> <li>➤ Students in pairs propose temporary answers to the questions. (Task 16)</li> </ul> </li> <li>• Finding out <ul style="list-style-type: none"> <li>➤ Students do a vocabulary exercise and practice pronouncing the words. (Task 17)</li> <li>➤ Students listen to a dialogue, answer comprehension questions, and discuss their answer with their friends. (Task 18)</li> <li>➤ Students in pairs study, discuss, and find out more information about raising and falling intonation. (Task 19)</li> <li>➤ Students practice drawing and pronouncing questions with raising and falling</li> </ul> </li> </ul>
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					<p>➤ Cards of situations (Task 22)</p>	<p>intonations, and ask their friends to correct them. (Task 20)</p> <ul style="list-style-type: none"> <li>• Creating <ul style="list-style-type: none"> <li>➤ Students complete a dialogue with the words provided and practice it with one of their friends. (Task 21)</li> <li>➤ Students in pairs choose one of the situations provided and make a dialogue containing expressions of asking for and stating intentions based on the situation, and then act it out in front of the class. (Task 22)</li> </ul> </li> </ul>
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# **APPENDIX D**

## **The Description of the First Draft Materials**



### Description of Tasks in Unit One

Unit 1-MyArt Exhibition	
Warm-up	
<b>Task 1</b> <b>Instruction:</b> Answer the following questions based on your experience.	<b>Description:</b> In this task, students are asked to answer questions based on the pictures. This task has function as a schema-builder to activate students' schemata related to the topic of the unit. By answering the questions based on their experience, it is expected that they will have a general view about what they are going to learn in the unit.
<b>Task 2</b> <b>Instruction:</b> In pairs, study and find out the Indonesian equivalents of the following words in your dictionary. They will help you to do the next tasks. Look at the example. After that, repeat after your teacher.	<b>Description:</b> In this task, students are asked to find the Indonesian equivalent of some English words related to the topic. This task has purposes to enrich students' vocabulary and help them understand the next task. They are also asked to pronounce the words after their teacher in order to enable them pronounce the words correctly.
Reading and Writing	
Observing	
<b>Task 3</b> <b>Instruction:</b> Read the following text about The Night at Artjog 2014 carefully. Then, identify things you want to know further and write them in the table provided. Write the things that you already know in "What I know" and things that you want to know further in "What I want to know further". You may also write more things that you want to know further in the table.	<b>Description:</b> In this task, students are asked to read a written recount text and identify things they want to know further. This task aims to give students an opportunity to observe a language phenomenon that is a written recount text.
Questioning	
<b>Task 4</b> <b>Instruction:</b> Referring to the items in column "What I want to know further" in Task 3, make relevant questions. Look at the examples.	<b>Description:</b> This task is a follow up of the previous task. In this task, students are asked to formulate questions based on the things they want to know further related to the

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	text. This task is adapting the second stage of the scientific method that is formulating questions.
<b>Task 5</b> <b>Instruction:</b> In pairs, propose temporary answers to your questions in Task 4 and then discuss the following questions.	<b>Description:</b> This task leads students to propose temporary answers to their questions and discuss the given questions based on the information they already have in their schema. This task is the adaptation of the third step of the scientific method that is formulating hypotheses. This task also aims to make the students interact and cooperate with their friends to exchange information.
<b>Finding out</b>	
<b>Task 6</b> <b>Instruction:</b> Read the following text about My Wonderful Day in São Paulo Graffiti Art Exhibition carefully and then answer the questions that follow. After you finish, compare your answers with those of your friends.	<b>Description:</b> In this task, students are asked to read a written recount text and answer comprehension questions. This task aims to give them an opportunity to collect information and analyze them to answer the questions they have made in the previous stage. Then, they have to communicate the result of their analysis.
<b>Task 7</b> <b>Instruction:</b> In Task 6 you found these words. Match the words with the appropriate antonyms based on the context. Look at the example. After you finish, compare your answers with your friends'.	<b>Description:</b> In this task, students are asked to match some English words with the appropriate antonyms. This task aims to give students an opportunity to collect information related to vocabulary.
<b>Task 8</b> <b>Instruction:</b> In pairs, study and discuss the following explanation about recount text carefully. You may ask your teacher if there is something you do not understand. Then, do the instruction that follows.	<b>Description:</b> In this task, students are asked to study and discuss an explanation about recount text and find out more information about it. This task aims to build students' discourse competence by giving them the opportunity to explore the structure of a recount text, the language features and its social purpose. This task also aims to foster students to have a discussion and find

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	more information to answer the questions they have made before.
<b>Task 9</b> <b>Instruction:</b> Read again the text entitled My Wonderful Day in São Paulo Graffiti Art Exhibition in Task 6 carefully. Then, in group of three, identify the parts of the text by completing the following table with the information that you find in the text. After you finish, compare your answers with other groups'.	<b>Description:</b> In this task, students are asked to read a recount text and then, in group of three, identify the parts of the text by completing the table provided. This task aims to give them an opportunity to practice identifying the structure of a good and meaningful written recount text.
<b>Task 10</b> <b>Instruction:</b> Study again the text entitled The Night at Artjog 2014 carefully and then underline the verbs that you can find in the text. Look at the example. After that, answer the question that follows.	<b>Description:</b> This task gives the students an opportunity to identify the verb form used in a recount text that is a simple past tense.
<b>Task 11</b> <b>Instruction:</b> Study and discuss the following explanation about simple past tense with your partner. Then, do the instruction that follows.	<b>Description:</b> In this task, students are asked to study and discuss an explanation about simple past tense as one of the language features of a recount text and find out more information about it. This task aims to give them an opportunity to collect information related to the pattern of simple past tense.
<b>Task 12</b> <b>Instruction:</b> There are some mistakes related to the verb form in the following sentences. Underline the mistakes and correct them. Look at the example. After you finish, compare your answers with your friends'.	<b>Description:</b> In this task students are asked to identify and correct some grammar mistakes. This task aims to give them an opportunity to check their understanding of simple past tense and have a controlled practice of which the focus is on the use of simple past tense in a recount text.
<b>Task 13</b> <b>Instruction:</b> Study the advertisement about LAU 2011 below. Then, make at least 5 sentences based on the advertisement using the formula that you have learnt	<b>Description:</b> In this task, students are asked to make simple past tense sentences based on an advertisement. This task aims to give them an opportunity to check their understanding of simple past tense and

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before. Look at the example. Don't forget to compare your answers with your friends'.	have a free practice in making simple past tense sentences using the information that they have.
<b>Creating</b>	
<b>Task 14</b> <b>Instruction:</b> Rearrange the jumbled paragraphs into a good text by numbering the paragraphs in the available spaces. Then, compare your answer with your friends'.	<b>Description:</b> In this task, students are asked to rearrange jumbled paragraphs into a good text. This task aims to give them a guided practice in creating a written recount text.
<b>Task 15</b> <b>Instruction:</b> In pairs, rewrite the text Unforgettable Photography Exhibition in your own words and discuss your result with other pairs.	<b>Description:</b> In this task, students are asked to rewrite the previous recount text using their own words. This task aims to give them an opportunity to practice making a written recount text. This task also aims to make them interact and cooperate with their friends in order to finish the task.
<b>Task 16</b> <b>Instruction:</b> In groups of three or four, find a short article about an art exhibition. Study the article and then rewrite it using your own words. After that, present the result in front of the class.	<b>Description:</b> This task aims to give them a free practice in which they have to find an article in their own way and then rewrite it using their own words. This task also aims to make them interact and cooperate with their friends in order to finish the task.
<b>Listening and Speaking</b>	
<b>Observing</b>	
<b>Task 17</b> <b>Instruction:</b> Listen to the recording entitled My School Visual Design Exhibition carefully. While listening to the recording, complete the missing information based on the recording. You may use the words in the box. Change the words form if it is necessary. Look at the example.	<b>Description:</b> In this task, students are asked to listen to a spoken recount text and complete the missing information based on the recording. This task aims to give them an opportunity to observe a language phenomenon that occurs in the text.

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<p><b>Task 18</b>  <b>Instruction:</b>          Listen to the recording entitled My School Visual Design Exhibition once more and then decide whether the following statements are true or false based on the recording to check your comprehension. Correct the wrong statements. Then, compare your answer with your friends'. Look at the example.</p>	<p><b>Description:</b>          In this task, students are asked to listen the same recording and decide whether the given statements are true or false. This task aims to check their comprehension of the text.</p>
<p><b>Task 19</b>  <b>Instruction:</b>          According to the recording in the Task 17 and Task 18, identify things that you want to know further and write them in the table provided. Write the things that you already know in "What I know" and things that you want to know further in "What I want to know further". You may also write more things that you want to know further in the table.</p>	<p><b>Description:</b>          In this task, students are asked to read a recount text and identify things they want to know further. This task aims to give students an opportunity to observe a language phenomenon that occurs in the text.</p>
<p><b>Questioning</b></p>	
<p><b>Task 20</b>  <b>Instruction:</b>          Referring to the items in column "What I want to know further" in Task 4, make relevant questions. See the examples.</p>	<p><b>Description:</b>          In this task, students are asked to formulate questions based on the things they want to know further. This task is the second stage of the scientific approach that is questioning.</p>
<p><b>Task 21</b>  <b>Instruction:</b>          In pairs, propose temporary answers to your questions in Task 20. Then, discuss the following questions.</p>	<p><b>Description:</b>          In this task, students are asked to propose temporary answers to their questions and discuss the given questions.</p>
<p><b>Collecting, Analyzing, Communicating</b></p>	
<p><b>Task 22</b>  <b>Instruction:</b>          Listen to the recording entitled An Inspiring Graphic Design Exhibition carefully. Then, answer the following questions. After you finish, discuss your answers with your friends.</p>	<p><b>Description:</b>          In this task, students are asked to listen to a spoken recount text and answer comprehension questions. This task aims to give them an opportunity to collect information related to the content of the recording.</p>

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<p><b>Task 23</b>  <b>Instruction:</b>          Listen again to the recording entitled An Inspiring Graphic Design Exhibition. You will find the following words. Find the Indonesian equivalent of the words based on the context. You may use your dictionary. Look at the example. After you finish, compare your answers with your friends’.</p>	<p><b>Description:</b>          In this task, students are asked to find out the Indonesian equivalent of some English words based on the context. This task aims to to give students an opportunity to collect information related to vocabulary.</p>
<p><b>Task 24</b>  <b>Instruction:</b>          In pairs, listen again to the recording entitled My School Visual Design Exhibition carefully and then complete the table based on the information you find in the recording. After you finish, compare your answers with other pairs’.</p>	<p><b>Description:</b>          In this task, students are asked to listen to a spoken recount text and then, in pairs, identify the parts of the text by completing the table provided. This task aims to give them an opportunity to practice identifying the structure of a good and meaningful spoken recount text.</p>
<p><b>Task 25</b>  <b>Instruction:</b>          Study the following explanation about time conjunction carefully and discuss it with your friends.</p>	<p><b>Description:</b>          In this task, students are asked to study and discuss an explanation about time conjunction. This task aims to give them an opportunity to collect information related to time conjunction.</p>
<p><b>Task 26</b>  <b>Instruction:</b>          Find out more about time conjunction. You may find it in grammar books or on the internet. Then, write it down in the following box. After that, discuss your work with your friends.</p>	<p><b>Description:</b>          In this task, students are asked to find out more information about time conjunction. This task aims to give them an opportunity to collect more information related to time conjunction.</p>
<p><b>Task 27</b>  <b>Instruction:</b>          Listen again to the recording entitled An Inspiring Graphic Design Exhibition carefully and identify the time conjunctions that the speaker used. Then, discuss it with your friends.</p>	<p><b>Description:</b>          In this task, students are asked to listen to a recording and identify the time conjunction used. This task aims to give them an opportunity to identify time conjunctions.</p>
<p><b>Creating</b></p>	
<p><b>Task 28</b>  <b>Instruction:</b>          Ask your partner about his/her experience attending an art exhibition</p>	<p><b>Description:</b>          In this task, students are asked to ask one of their friends about his/her experience attending an art exhibition</p>

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using the following questions. Then, retell it in front of the class.	using the questions provided. This task aims to give them a guided practice.
<b>Task 29</b> <b>Instruction:</b> Individually, in front of the class, tell your friends about your memorable experience of attending an art exhibition or your experience related to fine art.	<b>Description:</b> This task aims to give the students an opportunity to create their own spoken recount text based on their experience.
<b>Homework</b>	
<b>Task 30</b> <b>Instruction:</b> Write a recount text telling other's experience in attending an art exhibition. It could be your friends', your families', or your teachers' experience.	<b>Description:</b> This task aims to give the students an opportunity to create their own written recount text based on other's experience.

### Description of Tasks in Unit Two

Unit 2-Stories Around The World	
Warm-up	
<b>Task 1</b> <b>Instruction:</b> Answer the following questions based on your experience.	<b>Description:</b> In this task, students are asked to answer questions based on the pictures. This task has function as a schema-builder to activate students' schemata related to the topic of the unit. By answering the questions based on their experience, it is expected that they will have a general view about what they are going to learn in the unit.
<b>Task 2</b> <b>Instruction:</b> The following are characters of some stories from other countries. Match each with suitable title of the stories.	<b>Description:</b> This task is design as a schema-builder to activate students' schemata related to the topic of the unit. By matching the characters with the titles of stories from other countries, it is expected that they will have a general view about what they are going to learn in the unit.
<b>Task 3</b> <b>Instruction:</b> In pairs, match the following words in Column A with the meanings in Column B. They will help you to do the next tasks. Look at the example.	<b>Description:</b> In this task, students are asked to match the words related to the topic with the available meanings. This task has purposes to enrich students' vocabulary and help them understand the next task.
Reading and Writing	
Observing	
<b>Task 4</b> <b>Instruction:</b> Read the following text entitled Forty Fortunes carefully. Then, identify things you want to know further and write them in the table provided. Write the things that you already know in "What I know" and things that you want to know further in "What I want to know further". You may also write more things that you want to know further in the table.	<b>Description:</b> In this task, students are asked to read a written narrative text and identify things they want to know further. This task aims to give students an opportunity to observe a language phenomenon that is a written narrative text.
Questioning	

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<p><b>Task 5</b>  <b>Instruction:</b>  Referring to the items in Column “What I want to know further” in Task 4, make relevant questions. Look at the examples.</p>	<p><b>Description:</b>  This task is a follow up of the previous task. In this task, students are asked to formulate questions based on the things they want to know further related to the text. This task is adapting the second stage of the scientific method that is formulating questions.</p>
<p><b>Task 6</b>  <b>Instruction:</b>  In pairs, propose temporary answers to your questions in Task 5 and then discuss the following questions.</p>	<p><b>Description:</b>  This task leads students to propose temporary answers to their questions and discuss the given questions based on the information they already have in their schema. This task is the adaptation of the third step of the scientific method that is formulating hypotheses. This task also aims to make the students interact and cooperate with their friends to exchange information.</p>
<p><b>Finding out</b></p>	
<p><b>Task 7</b>  <b>Instruction:</b>  Read the following text entitled The Magic Paint Brush carefully. Then, decide whether the statements are true or false based on the text. Correct the wrong statement. Look at the example. After you finish, compare your answers with those of your friends.</p>	<p><b>Description:</b>  In this task, students are asked to read a written narrative text and decide whether the statements are true or false and correct the wrong statements. This task aims to give them an opportunity to collect information and analyze them to answer the questions they have made in the previous stage. Then, they have to communicate the result of their analysis.</p>
<p><b>Task 8</b>  <b>Instruction:</b>  Read again the text entitled The Magic Paint Brush, you will find the following words. Find the Indonesian equivalents of the words based on the context. You may use your dictionary. Look at the example. After you finish, compare your answers with your friends’.</p>	<p><b>Description:</b>  In this task, students are asked to find the Indonesian equivalent of some English words related to the topic. This task aims to give students an opportunity to collect information related to vocabulary.</p>

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<p><b>Task 9</b>  <b>Instruction:</b>          Study and discuss the following explanation about narrative text with your partner. Then, do the instruction that follows.</p>	<p><b>Description:</b>          In this task, students are asked to study and discuss an explanation about narrative text and find out more information about it. This task aims to build students' discourse competence by giving them the opportunity to explore the structure of a recount text, the language features and its social purpose. This task also aims to foster students to have a discussion and find more information to answer the questions they have made before.</p>
<p><b>Task 10</b>  <b>Instruction:</b>          Read again the text entitled Forty Fortunes in Task 6 carefully. Then, in groups of three, identify the parts of the text by completing the following table with the information that you find in the text. After you finish, compare your answers with other groups'.</p>	<p><b>Description:</b>          In this task, students are asked to read a narrative text and then, in group of three, identify the parts of the text by completing the table provided. This task aims to give them an opportunity to practice identifying the structure of a good and meaningful written narrative text and moral value that they can find in the story.</p>
<p><b>Task 11</b>  <b>Instruction:</b>          Read again the text entitled Forty Fortunes and The Magic Paint Brush carefully. Then, identify at least ten sentences written in between quotation marks. Look at the example. Then, in groups of four, discuss the question that follows.</p>	<p><b>Description:</b>          This task gives the students an opportunity to identify the use of direct speeches in narrative texts.</p>
<p><b>Task 12</b>  <b>Instruction:</b>          Study and discuss the following explanation about reported speech with your partner. Then, do the instruction that follows.</p>	<p><b>Description:</b>          In this task, students are asked to study and discuss an explanation about reported speech as one of the aspects of a recount text and find out more information about it. This task aims to give them an opportunity to collect information related to the pattern and the use of reported speech.</p>

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<p><b>Task 13</b>  <b>Instruction:</b>            Change five of the direct speech that you have written in Task 11 into reported speech. Look at the example. Don't forget to compare your answers with your friends'.</p>	<p><b>Description:</b>            In this task students are asked to change direct speeches into reported speeches. This task aims to give them an opportunity to check their understanding of reported speech and have a practice of which the focus is on changing the direct speeches into reported speeches.</p>
<b>Creating</b>	
<p><b>Task 14</b>  <b>Instruction:</b>            Rearrange the jumbled paragraphs into a good text by numbering the paragraphs in the available spaces. Then, compare your answer with your friends'.</p>	<p><b>Description:</b>            In this task, students are asked to rearrange jumbled paragraphs into a good text. This task aims to give them a guided practice in creating a written narrative text.</p>
<p><b>Task 15</b>  <b>Instruction:</b>            In groups of four, rewrite the text entitled One-Eye, Two-Eyes, Three-Eyes in your own words and report the result in front of the class.</p>	<p><b>Description:</b>            In this task, students are asked to rewrite the previous recount text using their own words. This task aims to give them an opportunity to practice making a written recount text. This task also aims to make them interact and cooperate with their friends in order to finish the task.</p>
<p><b>Task 16</b>  <b>Instruction:</b>            Individually, find a story from another country. Then, rewrite the story in your own words and find out what can you learn from the story. After you finish, tell your story to your friend sitting next to you.</p>	<p><b>Description:</b>            This task aims to give them a free practice in which they have to find a story in their own way and then rewrite it using their own words.</p>
<b>Listening and Speaking</b>	
<b>Observing</b>	
<p><b>Task 17</b>  <b>Instruction:</b>            Listen to the recording entitled The Baker's Dozen. Then, answer the following questions to check your understanding.</p>	<p><b>Description:</b>            In this task, students are asked to listen to a spoken narrative text and answer comprehension questions to help them understand the stories. This task aims to give them an opportunity to observe a language phenomenon that occurs in the text.</p>

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<p><b>Task 18</b>  <b>Instruction:</b>          Listen again to the recording entitled The Baker's Dozen and then identify things that you want to know further and write them in the table provided. Write the things that you already know in "What I know" and things that you want to know further in "What I want to know further". You may also write more things that you want to know further in the table.</p>	<p><b>Description:</b>          In this task, students are asked to listen the same recording and identify things they want to know further. This task aims to give students an opportunity to observe a language phenomenon that occurs in the text.</p>
<b>Questioning</b>	
<p><b>Task 19</b>  <b>Instruction:</b>          Referring to the items in Column "What I want to know further" in Task 18, make relevant questions. See the examples.</p>	<p><b>Description:</b>          In this task, students are asked to formulate questions based on the things they want to know further. This task is the second stage of the scientific approach that is questioning.</p>
<p><b>Task 20</b>  <b>Instruction:</b>          In pairs, propose temporary answers to your questions in Task 19. Then, discuss the following questions.</p>	<p><b>Description:</b>          In this task, students are asked to propose temporary answers to their questions and discuss the given questions.</p>
<b>Finding out</b>	
<p><b>Task 21</b>  <b>Instruction:</b>          Match the following words with the Indonesian equivalents. Look at the example. They will help you to do the next task. Then, compare your answers with your friends'.</p>	<p><b>Description:</b>          In this task, students are asked to match the words related to the topic with the Indonesian equivalents. This task has purposes to enrich students' vocabulary and help them understand the next task.</p>
<p><b>Task 22</b>  <b>Instruction:</b>          Listen to the recording entitled The Princess Mouse carefully. Then, decide whether the following statements are true or false based on the recording. Correct the wrong statement. Look at the example. After you finish, discuss your answers with your friends.</p>	<p><b>Description:</b>          In this task, students are asked to listen to a spoken narrative text and decide whether the statements are true or false and correct the wrong statements. This task aims to give them an opportunity to collect information and analyze them to answer the questions they have made in the previous stage. Then, they have to communicate the result of their analysis.</p>

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<p><b>Task 23</b> <b>Instruction:</b> Listen again to the recording entitled The Princess Mouse carefully. Then, in pairs, complete the following table with the information that you find in the recording. After you finish, compare your answers with other pairs’.</p>	<p><b>Description:</b> In this task, students are asked to listen to the same spoken narrative text and then, in pairs, identify the parts of the text by completing the table provided. This task aims to give them an opportunity to practice identifying the structure of a good and meaningful spoken narrative text.</p>
<p><b>Task 24</b> <b>Instruction:</b> Study and discuss the following explanation about describing words in narrative texts with your partner. You may ask your teacher if there is something you do not understand. Then, do the instruction that follows.</p>	<p><b>Description:</b> In this task, students are asked to study and discuss an explanation about describing words in narrative texts and find out more information about it This task aims to give them an opportunity to collect information related to the use of adjective and adverbs.</p>
<p><b>Task 25</b> <b>Instruction:</b> Read again the story entitled Forty Fortunes and listen again to the recording entitled The Princess Mouse and then identify the adjectives and adverbs that the narrator used to tell the story. Then, make a group of four and discuss your answers.</p>	<p><b>Description:</b> In this task, students are asked to listen to a recording and identify the adjectives and adverbs used. This task aims to give them an opportunity to identify the use of adjectives and adverbs.</p>
<b>Creating</b>	
<p><b>Task 26</b> <b>Instruction:</b> Watch the movie Tangled or Rapunzel and complete the table based on your understanding of the movie. Don’t forget to compare your work with your friends’.</p>	<p><b>Description:</b> In this task, students are asked to watch a movie and complete a table based on their understanding of the movie. This task aims to give them a guided practice related to the structure of a narrative text.</p>
<p><b>Task 27</b> <b>Instruction:</b> In pairs, find a story that you like the most. Then, retell it with your own words. After you finish, present your work in front of the class.</p>	<p><b>Description:</b> This task aims to give the students an opportunity to create a spoken narrative text by retelling a story that they like the most.</p>
<b>Homework</b>	

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<b>Task 28</b> <b>Instruction:</b> Individually, find a story from another country and rewrite in your own words. Then, retell the story in front of the class.	<b>Description:</b> This task aims to give the students an extra activity to do outside the classroom by finding out a story from another country and then rewrite it in their own word.
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### Description of Tasks in Unit Three

Unit 3-I Am Going To Make A Masterpiece	
Warm-up	
<b>Task 1</b> <b>Instruction:</b> Answer the following questions based on your personal experience.	<b>Description:</b> In this task, students are asked to answer questions based on the pictures. This task has function as a schema-builder to activate students' schemata related to the topic of the unit. By answering the questions based on their experience, it is expected that they will have a general view about what they are going to learn in the unit.
Reading and Writing	
Observing	
<b>Task 2</b> <b>Instruction:</b> Read the following conversation in the chat room between Pandu and Bima carefully. Then, identify things you want to know further and write them in the table provided. Write the things that you already know in "What I know" and things that you want to know further in "What I want to know further". You may also write more things that you want to know further in the table.	<b>Description:</b> In this task, students are asked to read a written dialogue and identify things they want to know further. This task aims to give students an opportunity to observe a language phenomenon that is a dialogue containing expressions of intention.
Questioning	
<b>Task 3</b> <b>Instruction:</b> Referring to the items in Column "What I want to know further" in Task 2, make relevant questions. Look at the examples.	<b>Description:</b> This task is a follow up of the previous task. In this task, students are asked to formulate questions based on the things they want to know further related to the text. This task is adapting the second stage of the scientific method that is formulating questions.
<b>Task 4</b> <b>Instruction:</b> In pairs, propose temporary answers to your questions in Task 3 and then discuss the following questions.	<b>Description:</b> This task leads students to propose temporary answers to their questions and discuss the given questions based on the information they already have in their schema. This task is the adaptation of the third step of the scientific method

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	that is formulating hypotheses. This task also aims to make the students interact and cooperate with their friends to exchange information.
<b>Finding out</b>	
<b>Task 5</b> <b>Instruction:</b> Read the following e-mail for Syarif carefully and then answer the questions that follow. After you finish, compare your answers with your friends'.	<b>Description:</b> In this task, students are asked to read an email containing expressions of asking for and stating intentions and answer comprehension questions. This task aims to give them an opportunity to collect information and analyze them to answer the questions they have made in the previous stage. Then, they have to communicate the result of their analysis.
<b>Task 6</b> <b>Instruction:</b> Read again the e-mail in Task 5, you will find the following words. Find the Indonesian equivalents of the words based on the context. You may use your dictionary. Look at the example. After you finish, compare your answers with your friends'.	<b>Description:</b> In this task, students are asked to find the Indonesian equivalent of some English words related to the topic. This task aims to give students an opportunity to collect information related to vocabulary.
<b>Task 7</b> <b>Instruction:</b> Study and discuss the following explanation about asking for and stating intentions with your partner. Then, do the instruction that follows.	<b>Description:</b> In this task, students are asked to study and discuss an explanation about expressions of asking for and stating intentions and find out more information about it. This task aims to build students' discourse competence by giving them the opportunity to explore the use of expressions of asking for and stating intentions. This task also aims to foster students to have a discussion and find more information to answer the questions they have made before.

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<p><b>Task 8</b>  <b>Instruction:</b>  Read again the conversation in Task 2 and e-mail in Task 5 carefully, and then complete the following chart based on the information that you find.</p>	<p><b>Description:</b>  In this task, students are asked to read the texts containing expressions of asking for and stating intentions, and then identify the expressions of asking for and stating intentions used in the texts by completing a chart. This task aims to give them an opportunity to practice identifying the expressions of asking for and stating intentions.</p>
<p><b>Task 9</b>  <b>Instruction:</b>  In pairs, study and discuss the following explanation about the use of “will” and “(be) going to” carefully. Then, do the instruction that follows.</p>	<p><b>Description:</b>  In this task, students are asked to study and discuss an explanation about the use of “will” and “(be) going to” as the aspects use in stating intentions and find out more information about it. This task aims to give them an opportunity to collect information related to the use of “will” and “(be) going to”.</p>
<p><b>Task 10</b>  <b>Instruction:</b>  Complete the sentences using “will” or “(be) going to”. After you finish, compare your answers with your friends’.</p>	<p><b>Description:</b>  In this task students are asked to complete the sentences using “will” or “(be) going to”. This task aims to give them an opportunity to check their understanding of the use of “will” and “(be) going to” and have a practice of which the focus is the use of “will” and “(be) going to”.</p>
<b>Creating</b>	
<p><b>Task 11</b>  <b>Instruction:</b>  Complete the following e-mail that Syarif made. You may use the words provided in the boxes. After you finish, compare your answer with your friends’.</p>	<p><b>Description:</b>  In this task, students are asked to complete an email using the words provided. This task aims to give them a guided practice in creating a written letter that contains expressions of asking for and stating intentions.</p>
<p><b>Task 12</b>  <b>Instruction:</b>  In pairs, write a short letter for your friend. Don’t forget to use expression of asking for and stating intentions. After you finish, read your letter in front of the class.</p>	<p><b>Description:</b>  This task aims to give them a free practice in which they have to write a short letter containing expressions of asking for and stating intentions.</p>
<b>Listening and Speaking</b>	

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<b>Observing</b>	
<b>Task 13</b> <b>Instruction:</b> Listen to a dialogue between Bima and Syarif carefully. While you are listening, complete the dialogue based on the information you hear. Compare your answers with those of your classmate sitting next to you.	<b>Description:</b> In this task, students are asked to listen to and complete a dialogue containing expressions of asking for and stating intentions using the words provided. This task aims to give them an opportunity to observe a language phenomenon that occurs in the dialogue.
<b>Task 14</b> <b>Instruction:</b> Listen to the dialogue between Pandu and Syarif once again and identify things that you want to know further and write them in the table provided. Write the things that you already know in “What I know” and things that you want to know further in “What I want to know further”. You may also write more things that you want to know further in the table.	<b>Description:</b> In this task, students are asked to listen the same dialogue and identify things they want to know further. This task aims to give students an opportunity to observe a language phenomenon that occurs in the dialogue.
<b>Questioning</b>	
<b>Task 15</b> <b>Instruction:</b> Referring to the items in Column “What I want to know further” in Task 14, make relevant question. See the examples.	<b>Description:</b> In this task, students are asked to formulate questions based on the things they want to know further. This task is the second stage of the scientific approach that is questioning.
<b>Task 16</b> <b>Instruction:</b> In pairs, propose temporary answers to your questions in Task 15. Then, discuss the following questions.	<b>Description:</b> In this task, students are asked to propose temporary answers to their questions and discuss the given questions.
<b>Finding out</b>	
<b>Task 17</b> <b>Instruction:</b> Pronounce the following words and find the Indonesian equivalents. You may use your dictionary. This will help you to do the next task.	<b>Description:</b> In this task, students are asked to pronounce a list of words and find the Indonesian equivalents of the words. This task has purposes to enrich students’ vocabulary and help them understand the next task.

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<p><b>Task 18</b>  <b>Instruction:</b>          Listen to a dialogue between Bima and Pandu carefully. Then, answer the following questions. After you finish, discuss your answers with your friends.</p>	<p><b>Description:</b>          In this task, students are asked to listen to a dialogue and answer comprehension questions. This task aims to give them an opportunity to collect information and analyze them to answer the questions they have made in the previous stage. Then, they have to communicate the result of their analysis.</p>
<p><b>Task 19</b>  <b>Instruction:</b>          In pairs, study and discuss the explanation about raising and falling intonation below and then do the instruction that follows.</p>	<p><b>Description:</b>          In this task, students are asked to study and discuss an explanation about raising and falling intonation and find out more information about it. This task aims to give them an opportunity to collect information related to raising and falling intonation.</p>
<p><b>Task 20</b>  <b>Instruction:</b>          Draw the intonation of the following questions and pronounce them. Ask your friends sitting next to you to correct you.</p>	<p><b>Description:</b>          In this task, students are asked to draw the intonations of questions and pronounce them. This task aims to give them an opportunity to have a practice in which the focus is raising and falling intonation.</p>
<p><b>Creating</b></p>	
<p><b>Task 21</b>  <b>Instruction:</b>          Complete the following dialogue among Pandu, Bima and Butet with appropriate expressions. You may use the expressions provided in the box. After that, practice it with your friend sitting next to you.</p>	<p><b>Description:</b>          In this task, students are asked to complete a dialogue with the expressions provided and then practice it with their friends. This task aims to give them a guided practice in making a dialogue containing expressions of asking for and stating intentions.</p>
<p><b>Task 22</b>  <b>Instruction:</b>          In pairs, choose one of the situations provided, and make a dialogue that contains expressions of asking for and showing intention. After that, act it out in front of the class.</p>	<p><b>Description:</b>          This task aims to give the students an opportunity to create their own dialogue containing expressions of asking for and stating intentions based on one of the situations provided and then act it out in front of the class.</p>

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Homework	
<b>Task 23</b> <b>Instruction:</b> In groups of three, make a dialogue that contain expressions of asking for and stating intention and then record it.	<b>Description:</b> This task aims to give the students an opportunity to create a dialogue containing expressions of asking for and stating intentions.

# **APPENDIX E**

## **The First Draft of the Materials**



## MY ART EXHIBITION



Picture 1.1

In your life, sometimes you have to tell something that happening in the past to other people. It may be about your experience, someone else's experience or events happening in the past. In this unit you will learn how to tell something happening in the past through challenging tasks.

## WARM UP

### Task 1



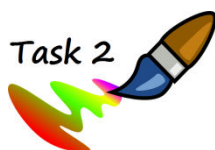
Answer the following questions based on your experience.



Picture 1.2

1. Have you ever attended a fine art exhibition?
2. Is there any fine art exhibition in your city?
3. Have you ever performed your work in an exhibition?
4. Is there any fine art exhibition that you want to attend?

### Task 2

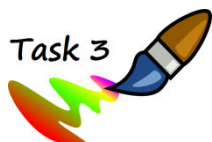


In pairs, study and find out the Indonesian equivalents of the following words in your dictionary. They will help you to do the next tasks. Look at the example. After that, repeat after your teacher.

No.	English	Indonesian
1.	amazed /ə'meɪzd/ (ks)	takjub
2.	exhibition /ˌek.sɪ'biʃ.ən/ (kb)	
3.	figure /'fig.ə r/ (kb)	
4.	fine art /fəɪn ɑ:rt/ (kb)	
5.	incredible /ɪn'kred.ɪ.bl/ (ks)	
6.	legacy /'leg.ə.si/ (kb)	
7.	outstanding /ˌaʊt'stæn.dɪŋ/ (ks)	
8.	point out /pɔɪnt aʊt/ (kk)	
9.	regularly /'reg.jʊ.lə.li/ (kkt)	
10.	visit /'vɪz.ɪt/ (kk)	

## READING AND WRITING

## LET'S OBSERVE



Read the following text about The Night at Artjog 2014 carefully. Then, identify things you want to know further and write them in the table provided. Write the things that you already know in “What I know” and things that you want to know further in “What I want to know further”. You may also write more things that you want to know further in the table.

### The Night at Artjog 2014



Picture 1.3

Last week, on June 12, 2014, my friends and I visited Artjog, a fine art exhibition. This exhibition is held regularly every year. It shows the fine arts made by creative national and international artists with different themes every year. This year the event was held in Taman Budaya Yogyakarta since June 7- 22, 2014 with the theme “Legacies of Power” that talked about the democracy in Indonesia.

My friends and I arrived in Taman Budaya around 6 p.m. We got amazed as soon as we arrived there since in front of the building there were more than thirty figures made from gunny-sack. Those figures represented the cabinet ministers with their real characteristics. After bought the tickets, we entered the building. It just took less than one second for us to get more amazed by the awesome artworks that were showed there. There were more than fifty creative artworks that talked about the democracy and government.

My favorite artwork was entitled “Choose the Chair”. It was a big comfortable chair covered by money-drawing paper. This artwork clearly pointed out on why many people want to get a chair in parliament. It is because that position makes them get a lot of money.



The other outstanding artwork was a painting entitled “Zoo” that contained critiques for the governments.

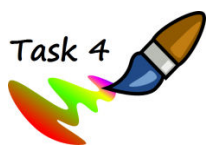
We spent around two hours there, enjoyed the arts and tried to find out what the artists want to express through their artworks, and did not forget to take pictures with the artworks. All the artworks there were really great. I cannot wait until next year to see more incredible arts.

**What I know and/or what I want to know further**

1. What the text is about.
2. The purpose of the text.
3. The parts of that type of text.
4. Why the author uses verbs like *visited*, *represented*, *talked*, *took*, etc. Instead of *visit*, *represent*, *talk*, *take*, etc..
5. Where that type of text can be found.

What I know	What I want to know further

**LET'S MAKE QUESTIONS**



#### Task 4

Referring to the items in column “What I want to know further” in Task 3, make relevant questions. Look at the examples.

1. What is the text about?
2. What is the purpose of the text?
3. What are the parts of that type of text?
4. Why does the author use verbs like *visited*, *represented*, *talked*, *took*, etc. instead of *visit*, *represent*, *talk*, *take*, etc.?
5. Where can we find that type of text?
6. ....
7. ....
8. ....
9. ....
10. ....



#### Task 5

In pairs, propose temporary answers to your questions in Task 4 and then discuss the following questions.

1. When you are reading a text about an event happening in the past, what information do you usually find in the text?
2. When you are about to write a story about your experience or something happening in the past, what information do you usually involve in your story?

**LET'S FIND OUT**



**Read the following text entitled My Wonderful Day in São Paulo Graffiti Art Exhibition carefully and then answer the questions that follow. After you finish, compare your answers with those of your friends.**

### **My Wonderful Day in São Paulo Graffiti Art Exhibition**

Last year was my luckiest year because I won a graffiti design competition in which the price was two tickets to a graffiti art exhibition in São Paulo, Brazil. I was so excited because it was my first time going abroad. Because I had two tickets, I invited my father to come with me. The exhibition was held since November 20 to December 29, 2013. I went to São Paulo on December 5 and visited the exhibition two days later.



Picture 1.4

The exhibition took place on two streets in São Paulo, those are Arte pra Rua (Art for the Street in Portuguese) and Olhar pra Rua (Look at the Street in Portuguese). These streets brought some pictures of Graffiti Art and original dashboard made by invited street artists. Some graffiti were made by professional famous artists such as Dédo, Enivo, Sosek and Slik's, and photographers Paola Vianna, Mateus Avila and Tábyta Ysmn.

I really could not say a word to describe how wonderful the graffiti were. They were extremely awesome and creative. The artists professionally mixed several colors so that the graffiti looked extraordinarily colorful. I took pictures with almost all the graffiti. Fortunately, I could take a picture with one of the artist, Massiel Carlmet. She also gave me some tips of how to draw graffiti. I was so pleased to attend that great exhibition. It made me realize that making graffiti is not only drawing something on a wall, but it is an art of expressing our idea and creativity in a huge medium. This experience motivates me to become a professional graffiti artist in the future.

#### **Questions:**

1. When was the exhibition?
2. Where was the exhibition?
3. How could the writer attend the exhibition?
4. With whom did the writer attend the exhibition?
5. How was the writer's impression about the exhibition?



In Task 6 you found these words. Match the words with the appropriate antonyms based on the context. Look at the example. After you finish, compare your answers with your friends'.

### WORDS

1. almost /'ɑ:l.moʊst/
2. awesome /'ɔ: səm/
3. excited /ɪk'saɪ.tɪd/
4. extraordinarily  
/ɪk'strɔ:dn. ə r. ə l.i/
5. famous /'feɪ.məs/
6. fortunately /'fɔ: tʃ ə  
n.ət.li/
7. later /'leɪ.tə r/
8. motivated /'məʊ.tɪ.veɪ.tɪd/
9. took /tʊk/
10. won /wʌn/

### ANTONYMS

- a. awful /'ɔ:f ə l/
- b. bored /bɔ:rd/
- c. exactly /ɪg'zæk t .li/
- d. lose /lu:z /
- e. now /naʊ/
- f. put /pʊt/
- g. unfortunately  
/ʌn'fɔ: tʃ ə n.ət.li/
- h. unknown /ʌn'nəʊn/
- i. unprovoked  
/ʌn.prə'vəʊkt/
- j. usual /'ju: .ʒu.əl/

In pairs, study and discuss the following explanation about recount text carefully. You may ask your teacher if there is something you do not understand. Then, do the instruction that follows.



## Task 8

### Recount Text

The texts entitled “The Night at Artjog 2014” and “My Wonderful Day in São Paulo Graffiti Art Exhibition” are telling experience or events happened in the past. That kind of text is called a recount text. A recount text retells past events in chronological order in which the events happened.

A recount text divided into three parts:

- Orientation : A first paragraph introducing the participants, place and time.
- Events : A series of paragraphs describing series of event that happened in the past.
- Reorientation : A series of paragraphs describing series of event that happened in the past.

The language features of a recount text are:

- Introducing personal participant; I, my father, my friends, etc.
- Using chronological connection; then, first, next, etc.
- Using the simple past tense

Find out more information about the recount text and then discuss the information you get with your classmates.



## Task 9

**Read again the text entitled My Wonderful Day in São Paulo Graffiti Art Exhibition in Task 6 carefully. Then, in a group of three, identify the parts of the text by completing the following table with the information that you find in the text. After you finish, compare your answers with other groups’.**

The purpose of the text	
Orientation	

Sequence of event(s)	
Conclusion	



**Study again the text entitled The Night at Artjog 2014 carefully and then underline the verbs that you can find in the text. Look at the example. After that, answer the question that follows.**

### **The Night at Artjog 2014**

Last week, on June 12, 2014, my friends and I visited Artjog, a fine art exhibition. This exhibition is held regularly every year. It shows the fine arts that made by creative national and international artists with different theme every year. This year the event was held in Taman Budaya Yogyakarta since June 7- 22, 2014 with the theme “Legacies of Power” that talked about the democracy in Indonesia.

My friends and I arrived in Taman Budaya around 6 p.m. We got amazed as soon as we arrived there since in front of the building there were more than thirty figures made from gunny-sack. Those figures represented the cabinet ministers with their real characteristics. After bought the tickets, we entered the building. It just took less than one second for us to get more amazed by the awesome artworks that were showed there. There were more than fifty creative artworks that talked about the democracy and government.

My favorite artwork was entitled “Choose the Chair”. It was a big comfortable chair covered by money-drawing paper. This artwork clearly pointed out on why many people want to get a chair in parliament. It is because that position makes them get a lot of money.

The other outstanding artwork was a painting entitled “Zoo” that contained critiques for the governments.

We spent around two hours there, enjoyed the arts and tried to find out what the artists want to express through their artworks, and did not forget to take pictures with the artworks. All the artworks there were really great. I cannot wait until the next year to see more incredible arts.

What is the similarity that you can find in the sentences of the text in terms of their verb form?



**Study and discuss the following explanation about simple past tense with your partner. You may ask your teacher if there is something you do not understand. Then, do the instruction that follows.**

### Simple Past Tense

A simple past tense is used to tell the information that began and ended in the past. The verbs and modal that follow the subject in the simple past tense use the past form.

There are two types of verbs, the regular and irregular verbs. In the regular verbs, the past form end in *-ed*.

- I **invited** my father to come with me.
- My friends and I **visited** Artjog, a fine art exhibition.
- The artists **mixed** several colors to make the graffiti.

On the other hand, some verbs have irregular past forms. You can see your dictionary to find out these verbs.

- I **went** to the exhibition at the city hall. (go – went)
- I **took** pictures with almost all the graffiti. (take – took)
- We **spent** around two hours in the exhibition. (spend – spent)

In negative and interrogative sentence, we use **did** that followed by verbs in present form.

- She **did not** attend her father exhibition.
- **Did** Paula Vianna join the exhibition?

Find out more information about the simple past tense and then discuss the information you get with your classmates.



Task 12

There are some mistakes related to the verb form in the following sentences. **Underline the mistakes and correct them. Look at the example. After you finish, compare your answers with your friends'.**

1. Last month there is a poster exhibition in my school. (**was**)
2. I go to a fine art exhibition last Friday. ( \_\_\_\_\_ )
3. My uncle is a painter. Last week he invite me to see his new paintings. ( \_\_\_\_\_ )
4. My father spend the whole day enjoying the artworks in the exhibition yesterday.  
( \_\_\_\_\_ )
5. The graffiti exhibition in São Paulo is the biggest graffiti exhibition on 2013.  
( \_\_\_\_\_ )
6. Massiel Carlmet was one of artists that participate on the exhibition last year. ( \_\_\_\_\_ )
7. There are many artists from many cities in Indonesia that joined Artjog 2014. ( \_\_\_\_\_ )
8. We pay Rp10.000 for the Artjog 2014 tickets. ( \_\_\_\_\_ )
9. My art teacher buys a sculpture from an exhibition last weeks. ( \_\_\_\_\_ )
10. The artists present their best artworks for the exhibition. ( \_\_\_\_\_ )

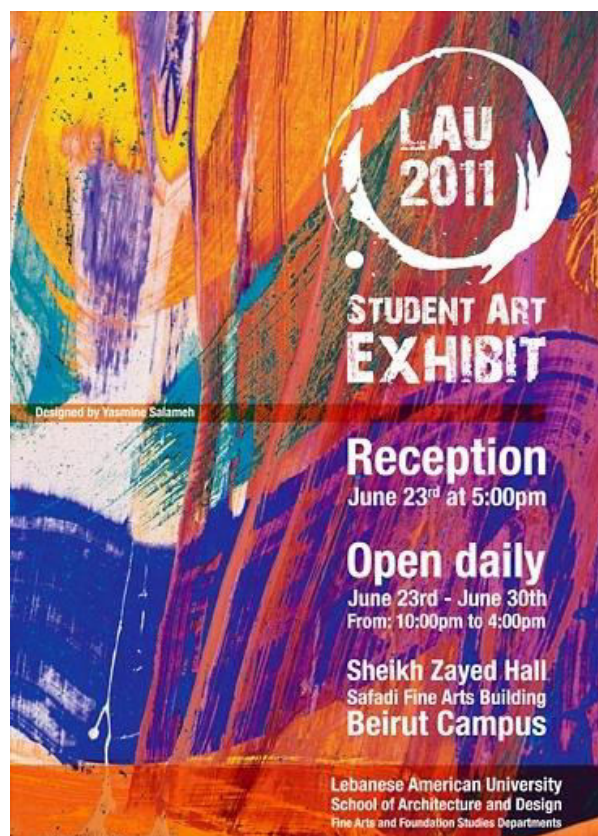
De

**Study the advertisement about LAU 2011. Then, make at least 5 sentences based on the advertisement using the formula that you have learnt before. Look at the example. Don't forget to compare your answers with your friends'.**



## Task 13

1. LAU 2011 was held by Fine Arts and Foundation Studies Departments of Lebanese American University.
2. \_\_\_\_\_ .
3. \_\_\_\_\_ .
4. \_\_\_\_\_ .
5. \_\_\_\_\_ .
6. \_\_\_\_\_ .



Picture 1.5



**Rearrange the jumbled paragraphs into a good text by numbering the paragraphs in the available spaces. Look at the example. Then, compare your answer with your friends’.**

### Unforgettable Photography Exhibition

I thought that we were going home after that, but my brother invited me to stay until the end of the exhibition because there would be the winner announcement and he was curious of it. While waiting for the announcement, we spent time in a cafeteria in the corner of the building and had our late lunch. We discussed our favorite photographs and argued which one would be the winner.

Paragraph 4

I thought that we were going home after that, but my brother invited me to stay until the end of the exhibition because there would be the winner announcement and he was curious of it. While waiting for the announcement, we spent time in a cafeteria in the corner of the building and had our late lunch. We discussed our favorite photographs and argued which one would be the winner.

Paragraph ...

The exhibition was only one day and it was started since 9 a.m. until 9 p.m. It started with an opening ceremony and speeches by the head of the committee and the mayor of the city. And then after that there was a short photography seminar for one and half an hour by Slamet Mulyadi, a professional magazine photographer. He talked about how to arrange the lights to get a good visualization. The seminar was followed by question and answer sessions and my brother was so interested to ask many questions that he already wrote in his notebook. Unfortunately, because there were many questions proposed by the participants and the time was not enough, so Slamet Mulyadi could not answer all questions.

Paragraph ...

Time goes very fast, and we were in the winner announcement. My brother was so excited and curious. The MC announced from the third winner. The photograph was an old camera on grass. The second winner was the kid-picture that I like. The next five minutes I got very surprised when the screen showing the photographs. It was me overslept while

Paragraph ...

Last week my brother and I went to a photography exhibition that was held by a photographer community in my town. The exhibition showed more than 300 photographs that were submitted by competitors for the photography competition. The committee chose “History of Photography” as the theme.

Paragraph ...

After the seminar, at 11 p.m. we started enjoying the photographs. All the photographs were terrific. I was attracted to a photograph of a kid made his hand like holding a camera. The picture was in black and white. It was simple but for me it was very meaningful. I could not enjoy all the photographs since my legs were hurt, so I just enjoyed half of them and then took a seat while my brother was going around enjoying all the photographs. He finished enjoying all the photographs at 3 p.m.

Paragraph ...

*Des* **In pairs, rewrite the text entitled Unforgettable Photography Exhibition in your own words and discuss your result with other pairs.**

Task 15

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Task 16



**In groups of three or four, find a short article about an art exhibition. Study the article and then rewrite it using your own words. After that, present the result in front of the class.**

## LISTENING AND SPEAKING

## LET'S OBSERVE



Task 17

Listen to the recording entitled My School Visual Design Exhibition carefully. While listening to the recording, complete the missing information based on the recording. You may use the words in the box. Change the words form if it is necessary. Look at the example.

**My School Visual Design Exhibition**

Last week was the greatest week ever for me since I 1) became the committee of Visual Design Exhibition in my school. I am a second grade student of Cempaka Vocational High School and I take Visual Communication Design as my 2) \_\_\_\_\_. This year my department conducted an exhibition for the first time and the teacher 3) \_\_\_\_\_ some students to become the committee.



Picture 1.6

The exhibition presented the works of the third grade students of Visual Communication Design and we 4)\_\_\_\_\_ the works into some group. The first group was invitation design. It was divided into wedding invitation and birthday invitation design. The designs 5)\_\_\_\_\_ from the simple one to the complicated one, from the casual one to the formal one. The second group was calendar design. This group 6)\_\_\_\_\_ many creative designs of calendar. The next group was T-Shirt design. It showed the design of T-Shirt making by the third grade students. The last group was advertisement design that was divided into business advertisement, 7)\_\_\_\_\_ advertisement and magazine advertisement.

The exhibition was 8)\_\_\_\_\_ for four days and was open since 7 a.m. to 1 p.m. On the first day, we had opening ceremony by the 9)\_\_\_\_\_ of the school. After the ceremony, the visitors could enjoy the designs on the exhibition. The second and the third days were normal exhibition days. Finally, on the last day we had an art 10)\_\_\_\_\_ by the first grade students. The performances were choir, traditional dances, and 11)\_\_\_\_\_ art. It was the busiest day for me but also the most exciting.

The 12)\_\_\_\_\_ day after the last day, we did an evaluation meeting to evaluate our work in conducting exhibition. I 13)\_\_\_\_\_ my teacher is going to get disappointed of us because the exhibition was very simple. But 14)\_\_\_\_\_ of getting disappointed, my teacher was very satisfied with the exhibition. He 15)\_\_\_\_\_ to conduct the same exhibition every year since now. I was very happy and proud of the teamwork of the committee in conducting the exhibition.

become	choose	classify
commercial	decide	hold
instead	major	martial
next	performance	present
principal	think	vary



Listen to the recording entitled **My School Visual Design Exhibition** once more and then decide whether the following statements are true or false based on the recording to check your comprehension. Correct the wrong statements. Then, compare your answer with your friends'. Look at the example.

No.	Statements	T/F	Corrections
1.	The speaker is the third grade student of Visual Communication Design of Cempaka Vocational High School.	F	The speaker is the second grade student of Visual Communication Design of Cempaka Vocational High School.
2.	The second grade students learn how to make commercial advertisement.		
3.	The exhibition was divided into four groups of works.		
4.	The exhibition was open for 5 hours every day for four days.		
5.	The evaluation meeting was conducted on the following day of the last day.		
6.	The teacher was proud of the teamwork of the committee.		



According to the recording in the Task 17 and Task 18, identify things that you want to know further and write them in the table provided. Write the things that you already know in “What I know” and things that you want to know further in “What I want to know further”. You may also write more things that you want to know further in the table.

**What I know and/or what I want to know further**

1. what the recording is about
2. how to tell that type of story
3. why the speaker uses words like *previously, firstly, after, finally, next*

What I know	What I want to know further

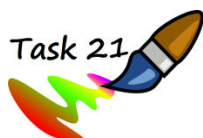
## LET'S MAKE QUESTIONS



Task 20

Referring to the items in column “What I want to know further” in Task 19, make relevant questions. See the examples.

1. What does the speaker talk about?
2. What are the steps to tell that type of story?
3. Why does the speaker use the words like *previously, firstly, after, finally, next*?
4. ....
5. ....
6. ....
7. ....



Task 21

In pairs, propose temporary answers to your questions in Task 20. Then, discuss the following questions.

1. When you are listening to someone telling his/her experience or something happening in the past, what information do you usually find in his/her story?
2. When you are about to share your experience or something happening in the past, what are the details that you usually tell?



## LET'S FIND OUT



Task 22

Listen to the recording entitled **An Inspiring Graphic Design Exhibition** carefully. Then, answer the following questions. After you finish, compare your answers with your friends'.

### Questions:

1. When and why did the speaker go to Malang?
2. What exhibition did the speaker visit?
3. Why did the speaker get disappointed in the beginning?
4. In which room did the speaker find 3D designs?
5. Which artwork did Bima like?
6. What is the speaker's impression of the exhibition?



Task 23

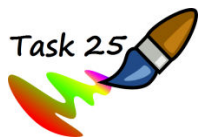
Listen again to the recording entitled **An Inspiring Graphic Design Exhibition**. You will find the following words. Find the Indonesian equivalents of the words based on the context. You may use your dictionary. Look at the example. After you finish, compare your answers with your friends'. Then, repeat after your teacher.

No.	English	Indonesian
1.	adorable /ə'dɔːrə.bəl/ (ks)	menawan
2.	artwork /'ɑːt.wɜːk/ (kb)	
3.	commercial /kə'mɜːʃ ə l/ (kb)	
4.	flawless /'flɔː.ləs/ (ks)	
5.	fortunately /'fɔː.tʃ ə n.ət.li/ (kk)	
6.	packaging /'pæk.ɪ.dʒɪŋ/ (kb)	
7.	publishing /'pʌb.lɪ.ʃɪŋ/ (kb)	
8.	sculpture /'skʌlp.tʃə r/ (kb)	
9.	silk-screen /sɪlk-skriːn/ (kb)	
10.	somehow /'sʌm.haʊ/ (kk)	



**In pairs, listen again to the recording entitled My School Visual Design Exhibition carefully and then complete the table based on the information you find in the recording. After you finish, share your answers with other pairs.**

<i>The purpose of the text</i>	
<i>Orientation</i>	
<i>Sequence of event(s)</i>	
<i>Conclusion</i>	



Task 25

In pairs, study and discuss the following explanation about time conjunction carefully. You may ask your teacher if there is something you do not understand.

### Time Conjunction

In the texts you have read and the recordings you have listened, you found words such as first, then, next, last, previously, finally, after that, etc. Those words are called time conjunctions.

*What are time conjunctions?*

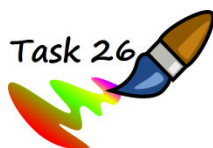
Time conjunctions are words that give us information of the sequence or order of the events that happened. There are many examples of time conjunctions. Below are some of them.

first, second, ...  
finally  
when

then  
before that  
while

next  
after that  
now

previously  
afterwards  
later



Task 26

Find out more about time conjunctions. You may find it in grammar books or on the internet. Then, write it down in the following box. After that, discuss your work with your friends.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---



Task 27

**Listen again to the recording entitled An Inspiring Graphic Design Exhibition carefully and identify the time conjunctions that the speaker used. Then, discuss it with your friends.**

## LET'S CREATE



Task 28

**Ask your partner about his/her experience attending an art exhibition using the following questions. Then, retell it in front of the class.**

1. What was the exhibition that you watched?
2. Where did the exhibition take place?
3. When was the exhibition held?
4. Who were the artists?
5. How long was the exhibition?
6. With whom did you go there?
7. What did you do in the exhibition?
8. What did you feel after attending the exhibition?



Task 29

**Individually, in front of the class, tell your friends about your memorable experience of attending an art exhibition or your experience related to fine art.**

## INTERMEZZO

Quote:



*I dream my painting and I paint my dream*

*-Vincent van Gogh*

## HOMEWORK



Task 30

**Write a recount text telling other's experience in attending an art exhibition. It could be your friends', your families', or your teachers' experience.**

## LET'S SUMMARIZE

### 1. Recount Text

A recount text retells past events in chronological order in which the events happened. A recount text divided into three parts:

- orientation
- series of event
- reorientation

The language features of a recount text are:

- Introducing personal participant; I, my father, my friends, etc.
- Using chronological connection; then, first, next, etc.
- Using simple past tense

## 2. Simple Past Tense

A simple past tense is used to tell the information that began and ended in the past. The verbs and modal that follow the subject in the simple past tense use the past form.

There are two types of verbs, the regular and irregular verbs. In the regular verbs, the past form end in *-ed*. On the other hand, some verbs have irregular past forms. You can see your dictionary to find out these verbs. In negative and interrogative sentence, we use *did* that followed by verbs in present form.

## 3. Time Conjunction

Time conjunctions are words that give us information of the sequence or order of the events that happened. Some examples of time conjunctions are *first, then, next, previously, finally, afterwards*, etc.

### LET'S HAVE A REFLECTION

What I have learnt from this unit is	...
What I like the most from this unit is	...
What I like the least from this unit is	...



## STORIES AROUND THE WORLD



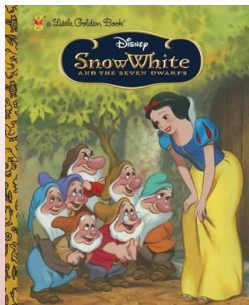
Picture 2.1

There are many entertaining stories around the world, such as folktales, fables, fairy tales, and legends. Do you enjoy reading or listening to stories? Can you tell stories? In this unit you will learn about them through a series of challenging tasks.

## WARM UP



Answer the following questions based on your experience.



Picture 2.2

1. Do you like reading or listening to a story?
2. Did you parents read you bedtime stories when you were a kid?
3. What is your favorite story?
4. Who are the characters of the story?
5. What is the story about?



The following are characters of some stories from other countries. Match each with suitable title of the stories.



Picture 2.3

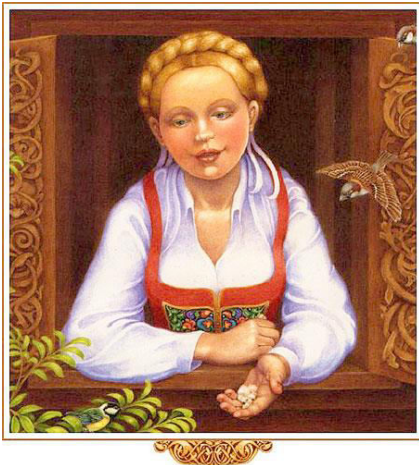


Picture 2.4





Picture 2.5



Picture 2.6



Picture 2.7

**The Mouse Deer**

**The Slappy Hooper**

**Aladdin**

**The Master Maid**

**King O' The Cats**



In pairs, match the following words in Column A with the meanings in Column B. They will help you to do the next tasks. Look at the example.

A		B
appeared		To make a very strong request.
astonishment		The sweet fruit of palm tree.
beg		A fortuneteller
bluffing		A person who work for the king.
date		Very great surprise.
diviner		Move easily from one to another.
satisfied		Speak very quietly.
servant		To deceive someone.
swung		Very valuable things
treasury		To be present.
whispered		Pleased to get what you wanted.

## READING AND WRITING

### LET'S OBSERVE

## Task 4

Read the following text entitled **Forty Fortunes** carefully. Then, identify things you want to know further and write them in the table provided. Write the things that you already know in “What I know” and things that you want to know further in “What I want to know further”. You may also write more things that you want to know further in the table.

### Forty Fortunes



Picture 2.8

Once, in the royal city of Isfahan, there lived a young poor hole digger named Ahmed, who had a wife named Jamell. Being a hole digger was enough for Ahmed, but it was not enough for Jamell. One day, Jamell asked Ahmed to be a diviner in a marketplace to get more money. Ahmed got surprised and refused that order because he knew nothing about fortunetelling. But his wife kept insisting him.

So the next day, Ahmed sat in the marketplace near the public bath and dressed as a diviner. A few minutes later ran up to him the wife of one of the King’s ministers who lost her ring. Ahmed gulped and cast the dice. As he desperately searched for something wise to say, he happened to glance up at the lady’s cloak where he found a small hole. Ahmed leaned forward and whispered urgently, “Madam, I see a hole.”

The lady brightened. “Of course! A hole!”

She rushed back to the bath and found the hole in the wall where she had hidden her ring for safekeeping and forgotten it. Then she came back out to Ahmed and to Ahmed’s amazement, she gave him a gold coin.

The next night, the King’s forty chests of gold and jewels royal treasury was robbed. The King called his Royal Diviner and all his assistants, but no-one could locate the thieves or the treasure. The King angrily sent them to the prison and sent two guards to the marketplace to bring Ahmed, as he heard about how Ahmed found the ring of the Minister’s wife

“Diviner,” said the King, “my treasury has been robbed of forty chests. What can you tell me about the thieves?”

Ahmed thought quickly about forty chests being carried away. “Your Majesty, I can tell you there were . . . forty thieves.”

“Amazing!” said the King. “Now you must find the thieves and the treasure.”

Ahmed felt faint. “I’ll do my best, Your Majesty, but ... but it will take some time. Give me ... uh ... forty days, Your Majesty,” said Ahmed, guessing the longest he could get. “One day for each thief.”

The King agreed and let him went home to come back again the next forty days. Ahmed arrived home sadly and told his wife about the King’s treasure. Jamell regretted to ask her husband to be a diviner, but it was too late. Ahmed took some dried dates, counted out forty, and placed them in a jar. “I will eat one of these dates each evening. That will tell me when my forty days are done.”

On the other place, one of the King’s own servants who was one of the forty thieves, hurried to the thieves’ meeting place and reported to their chief about what Ahmed said.

“He’s bluffing,” said the chief. “But we can’t afford to take chances. Go to his house and find out what you can.”

So the servant climbed up to the terrace on the flat roof of Ahmed’s house, and he listened down the stairs that led inside. Just then, Ahmed took the first date from the jar and ate it. He told Jamell, “That’s one.”

The thief was so shocked. He hurried back to the meeting place and told the chief that the diviner knew that he was on the roof without seeing him. The chief did not believe him and sent two thieves to go the next night.

So the next night, the servant returned to Ahmed’s roof with another of the thieves. As they were listening, Ahmed ate a second date and said, “That’s two.”

The thieves nearly tumbled over each other as they fled the roof and raced back to the chief. “It can’t be!” said the chief. So the night after that, he sent three of the thieves, and the next night four, then five, then six.

And so it went till the fortieth night, when the chief said, “This time, I’ll go with you myself.” So all forty thieves climbed up to Ahmed’s roof to listen. Inside, Ahmed gazed at the last date in the jar, then sadly took it out and ate it. “That’s forty. The number is complete.”

Just then came a loud banging at the door. Ahmed thought it was the King’s men. He swung the door open. To his astonishment, he saw forty men kneeling before him and touching their heads to the ground again and again. The thieves begged him to not send them to the King. Ahmed let him go with one condition: they have to put all the forty treasure back. And before the night was through, forty pairs of hands carried forty chests of gold and jewels back into the King’s treasury.

Early the next morning, Ahmed appeared before the King and told him that his power only let him found the treasury without the thieves. The King was satisfied even he could not get the

thieves. He asked Ahmed to be his new Royal Diviner. Ahmed politely refused it by saying that he lost his power to find the treasure. The King was a little bit disappointed, but he gave Ahmed two of the treasure boxes. So Ahmed returned home to Jamell, safe, rich, and a good deal wiser. And as any diviner could have foretold, they lived happily ever after.

(*Forty Fortunes* is a story from Iran. Adapted from [www.aaroonsworldofstories.com](http://www.aaroonsworldofstories.com))

**What I know and/or what I want to know further**

1. What the text is about.
2. The purpose of the text.
3. The parts of that type of text.
4. Why some sentences are written in between quotation marks.
5. Where that type of text can be found.

What I know	What I want to know further

## LET'S MAKE QUESTIONS



**Referring to the items in Column “What I want to know further” in Task 4, make relevant question. Look at the examples.**

1. What is the text about?
2. What is the purpose of the text?
3. What are the parts of that type of text?
4. Why are some sentences written in between quotation marks?
5. Where can we find that type of text?

6. ....
7. ....
8. ....
9. ....
10. ....



**In pairs, propose temporary answer to your questions in Task 5 and then discuss the following question.**

When you are reading a story, what details do you usually find in the story?

## LET'S FIND OUT



**Read the following text entitled The Magic Paint Brush carefully. Then, decide whether the statements are true or false based on the text. Correct the wrong statement. Look at the example. After you finish, compare your answers with those of your friends.**

### The Magic Paint Brush



Picture 2.9



Once upon a time, there was a young man called Ma Liang. He was poor and kind and liked drawing so much that he drew pictures everywhere. One night, he dreamed that an old man gave him a magic paintbrush and asked him to use it to help poor people. When he woke up, he found the magic paintbrush on his desk.

From that day on, he used the paintbrush whenever poor people needed help. When he saw that people had no water to use in the fields, he drew a river and the river came to life. People could bring water from the river to the field to help their crops grow. When he saw the hard working farmers struggling to feed their families, he drew more food for them to eat. Soon many people knew about the magic paintbrush and were very grateful to Ma Liang.

But in the village, there lived a greedy rich man who was mean and decided to steal the paint brush from the young man so that he could use it to become even richer. So he sent his servants to Ma Liang's home to steal the magic paintbrush.

Once he had the paintbrush, he felt very happy and he invited his friends to come to his home so that he could show them his new possession. He drew a lot of pictures, but none of them would come to life for him. He was very angry that the paintbrush would not work for him so he sent for Ma Liang.

He said to the young man "If you draw some pictures for me and bring them to life, I will set you free." Ma Liang did not want to help such a bad man, but he had an idea. He said to the bad man, "What would you like me to draw?"

The rich man said, "I want a golden mountain. I will go there to gather gold." But the young man drew a sea first. The rich man was angry and said, "Why did you draw a sea? I want a golden mountain. Draw it quickly!"

So the young man drew a golden mountain which was far away from the sea. The rich man said, "Draw a big ship quickly. I want to go there to gather gold." The young man smiled quietly and drew a big ship. The rich man jumped into the ship and set off to find the gold but when the ship sailed to the middle of the sea, Ma Liang drew a large wave which destroyed the ship and the rich man was never seen in the village again.

After that, the young man lived with his family happily and used the magic paintbrush to help the poor people as the old man had asked him to do and the magic paintbrush was known and loved by everyone.

*(The Magic Paint Brush is a story from China. Adapted from <http://www.worldstories.org.uk>)*

No.	Statements	T/F	Corrections
1.	Ma Liang met the old man who gave him the magic paintbrush in real.	F	Ma Liang met the old man in his dream.
2.	Ma Liang used the paintbrush to help poor people.		
3.	The rich man stole the paintbrush by himself.		
4.	The paintbrush did not work for the rich man.		
5.	Ma Liang wanted to help the rich man.		
6.	Ma Liang lived happily and kept helping people.		



**Read again the text entitled The Magic Paint Brush, you will find the following words. Find the Indonesian equivalents of the words based on the context. You may use your dictionary. Look at the example. After you finish, compare your answers with your friends'. Then, repeat after your teacher.**

No.	English	Indonesian
1.	crop /krɒp/ (kb)	tanaman panen
2.	destroyed /di'strɔɪd/ (kk)	
3.	gather /'gæð.ə r/ (kk)	
4.	grateful /'greɪt.f ə l/ (ks)	
5.	greedy /'gri:.di/ (ks)	
6.	mean /mi:n/ (kk)	
7.	paintbrush /'peɪnt.brʌʃ/ (kb)	
8.	possession /pə'zeʃ. ə n/ (kb)	
9.	set off /set ɒf/ (kk)	
10.	struggling /'strʌg.lɪŋ/ (kk)	





**Study and discuss the following explanation about narrative text with your partner carefully. You may ask your teacher if there is something you do not understand. Then, do the instruction that follows.**

### **Narrative Text**

The texts in Task 4 and Task 7 are called narrative text that has a purpose to entertain and instruct the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

The text is organized to include:

- Orientation: a stage that introduces the main character/s in a setting of time and place;
- Complication: a sequence of events, which may begin in a usual pattern, is changed in some way so that the pattern of events becomes a problem for one or more of the characters. The events are evaluated by the character/s, thus making it clear to the reader that a crisis has developed;
- Resolution: a stage in which the problem is resolved or attempted to be resolved, and which makes explicit how the character has changed and what has been learned from the experience.

Those stages are usually called generic structure.

Narrative text also has some grammatical features. The grammatical features include:

- use of particular nouns to refer or to describe the particular people, animals and things that the story is about;
- use of adjectives to build noun groups to describe the people, animals or things in the story;
- use of time connectives and conjunctions to sequence events through time;
- use of adverbs and adverbial phrases to locate the particular events;
- use of past tense action verbs to indicate the actions; and
- use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

Find out more information about the narrative text and then discuss the information you get with your classmates.



**Read again the text entitled Forty Fortunes in Task 6 carefully. Then, in group of three, identify the parts of the text by completing the following table with the information that you find in the text. After you finish, compare your answers with other groups'.**

Who	
Where	
When	
The beginning of the story	
What happened in the story	
The end of the story	
Moral value	



Read again the text entitled **Forty Fortunes and The Magic Paint Brush** carefully. Then, identify at least ten sentences written in between quotation marks. Look at the example. Then, in group of four, discuss the question that follows.

---

1. “Amazing!”

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

---

Why the sentences are written in between two quotation marks?



Study and discuss the following explanation about reported speech with your partner carefully. You may ask your teacher if there is something you do not understand. Then, do the instruction that follows.

### Reported Speech

Sentences that written in between two quotation marks are called direct speeches that indicate that those are what somebody said to others. When we want to tell someone what someone else had said, we can use a reported speech.

When we use reported speech, the main verb of the sentence is usually in past form. Thus, to change the sentence into a reported speech, change the verbs in the statement into past forms too.

Statement	Reported Speech
The rich man said to the young man "If you draw some pictures for me and bring them to life, I will set you free."	He said to the young man that he would set him free if the young man drew some pictures and brought them to life.

If the verbs in the direct sentences are in past form, the verbs can stay in their past forms or we can change them into their past perfect forms.

Statement	Reported Speech
"I lost my ring!" said the Minister's wife.	<ul style="list-style-type: none"> <li>The Minister's wife said that she lost her ring.</li> <li>The Minister's wife said that she had lost her ring.</li> </ul>

Find out more information about direct and reported speeches. Then, discuss the information you get with your classmates.



Change five of the direct speeches that you have written in Task 11 into reported speech. Look at the example. Don't forget to share your answers with your friends.

No.	Direct Speech	Reported Speech
1.	"Amazing!"	The King told Ahmed that he was amazing.
2.		
3.		
4.		
5.		
6.		

## LET'S CREATE



Rearrange the jumbled paragraphs into a good text by numbering the paragraphs in the available spaces. Then, compare your answer with your friends'.

### One-Eye, Two-Eyes, Three-Eyes

As soon as the woman departed, Two-eyes tried the spell, and suddenly a little table appeared in front of her with clean white clothes and the most delicious food. Two-eyes got amazed and ate as much as she wanted. After that she went home happily.	Paragraph 4
One afternoon, she was crying when she tend the goat on the field. Suddenly, came a wise old woman who asked her to not crying. Two-eyes told the woman how her mother and sisters treated her badly.	Paragraph ....
Once upon a time, there was a widow who had three daughter named one-eye, two-eyes, and three-eyes. However the middle daughter was treated badly because she had two eyes like normal people. They did not give her clean food and did not let her eat but the food that they left. She also had to do all the household works and tend the goat every day.	Paragraph ....
The mother got the disappointed and sent Three-eyes to go with Two-eyes the next day. As she did before, Two-eyes sang to make the sister fell asleep. However, the third eye of Three-eyes did not sleep, so she could see what happened and told her mother about what she saw. The mother was very angry and killed all the goat, then throw the entrails to Two-eyes.	Paragraph ....
Silently, Two-eyes rolled out a couple of golden apples from under the barrel to the feet of the knight, for she was vexed with One-eye and Three-eyes, for not speaking the truth. The knight realized that Two-eyes were under the barrel and it did not take a long time to make him fell in love of her beauty. In the end, the knight took Two-eyes with him to his castle to marry her, and the magnificent tree disappeared as soon as they left. Then, there were only the mother and sisters left and soon being poor.	Paragraph ....
Then the wise woman said, "Wipe away your tears, Two-eyes, and I will tell you something to stop you from suffering from hunger again; just say to your goat, "Bleat, my little goat, bleat,  Cover the table with something to eat,"  and then a clean well-spread little table will stand before you, with the most delicious food upon it of which you can eat as much as you want,	Paragraph ....

<p>and when you feel enough, just say,          “Bleat, bleat, my little goat, I pray,          And take the table quite away,”          and then it will vanish again from your sight.”</p>	
<p>Since that day Two-eyes never ate the food that the sisters left for her. After several days the mother and sisters realized that fact and the mother asked One-eye to with Two-eyes to see what happened. Two eyes realized what they want, so after they arrived in the field, she started to sing and One-eye fell asleep. Then, Two-eyes said the spell and eat fastly then made the table disappeared again.</p>	Paragraph ....
<p>The handsome knight came nearer and admired the magnificent golden tree, and said to the two sisters, “To whom does this fine tree belong? Anyone who would bestow one branch of it on me might in return for it ask whatsoever he desired.” Then One-eye and Three-eyes replied that the tree belonged to them, and that they would give him a branch. However, they were not able to do it, for the branches and fruit both moved away from them every time.</p>	Paragraph ....
<p>It so befell that once when they were all standing together by the tree, a young knight came up. “Quick, Two-eyes,” said the two sisters, “creep under this, and don’t disgrace us!” and with all speed they turned an empty barrel which was standing close by the tree over poor Two-eyes, and they pushed the golden apples which she had been gathering, under it too.</p>	Paragraph ....
<p>Knowing that her goat was killed, Two-eyes was really sad. She buried the entrails quietly in the evening, in front of the house-door. The next morning, everyone in the house got surprised to see a magnificent golden tree with silver leaves and golden fruits. However, no-one could touch because it moved every time. Only Two-eyes could touch it.</p>	Paragraph ....

(One-Eye, Two-Eyes, Three-Eyes is a story from Germany. Adapted from [www.aroonsworldofstories.com](http://www.aroonsworldofstories.com))



**In groups of four, rewrite the text entitled One-Eye, Two-Eyes, Three-Eyes in your own words and report the result in front of the class.**



Individually, find a story from another country. Then, rewrite the story in your own words and find out what can you learn from the story. After you finish, share your story with your friends.

### INTERMEZZO

Riddle:



A painter has to paint door numbers on a street full of 100 houses.

How many times does he paint the number 9?

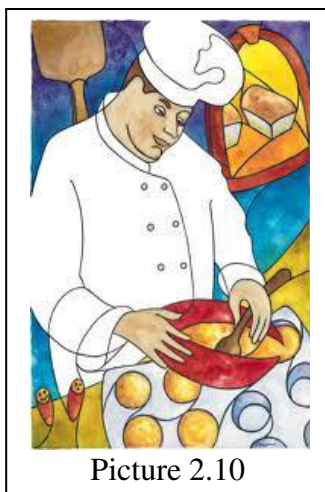
answer: just once

## LISTENING AND SPEAKING

### LET'S OBSERVE



Listen to the recording entitled The Baker's Dozen. Then, answer the following questions to check your understanding.



Picture 2.10

1. Where does the story come from?
2. Why was Van Amsterdam's shop always busy?
3. How many was a dozen actually?
4. How was Van Amsterdam's shop after the old woman left?
5. Why did Van Amsterdam finally give thirteen cookies for a dozen?
6. Who was the old woman actually?
7. What moral can you get from the story?





Listen again to the recording entitled *The Baker's Dozen* and then identify things that you want to know further and write them in the table provided. Write the things that you already know in "What I know" and things that you want to know further in "What I want to know further". You may also write more things that you want to know further in the table.

**What I know and/or what I want to know further**

1. What the speaker talked about.
2. The purpose of the speaker telling the story.
3. The steps of telling that type of story.
4. The differences between words like *exact* and *exactly*.

What I know	What I want to know further

## LET'S MAKE QUESTIONS



Referring to the items in Column "What I want to know further" in Task 18, make relevant question. See the examples.

1. What does the speaker talk about?
2. What is the purpose of the speaker telling the story?
3. What are the steps of telling that type of story?
4. What are the differences between words like *exact* and *exactly*?
5. ....

6. ....
7. ....
8. ....



**In pairs, propose temporary answers to your questions in Task 19. Then, discuss the following question.**

When you are listening to someone telling a story,  
what details do you usually find in the story?

## LET'S FIND OUT



**Match the following words with the Indonesian equivalents. Look at the example. They will help you to do the next task. Then, compare your answers with your friends'.**

English	Indonesian
1. bank	a. arus
2. carriage	b. menatap
3. current	c. menunjuk
4. enchanted	d. kereta kuda
5. gazed	e. memekik
6. nutshell	f. eretan kereta
7. point	g. mengutuk
8. sleigh	h. tepi
9. soaked	i. pikiran
10. squalled	j. terendam
11. thought	k. kulit kacang



Listen to the recording entitled **The Princess Mouse** carefully. Then, decide whether the following statements are true or false based on the recording. Correct the wrong statement. Look at the example. After you finish, share your answers with your friends.

No.	Statements	T/F	Corrections
1.	The farmer's family cuts tree to find a sweetheart.		
2.	The second son already had a girlfriend.	F	The first son already had a girlfriend.
3.	Mikko agreed to make the mouse his sweetheart because he found no one else.		
4.	Mikko finally fell in love with the mouse because she was a beautiful mouse.		
5.	The witch spell was broken since Mikko's brother tried to kill the mouse.		
6.	The mouse turned to a beautiful princess as she was.		



Listen again to the recording entitled **The Princess Mouse** carefully. Then, in pairs, complete the following table with the information that you find in the recording. After you finish, compare your answers with other pairs'.

<i>Title</i>	
<i>Orientation</i>	
<i>Complication</i>	

Resolution	
Moral Value	
The Speaker's Purpose	



Study and discuss the following explanation about describing words in narrative texts with your partner. You may ask your teacher if there is something you do not understand. Then, do the instruction that follows.

### Describing Words in Narrative Texts

When you are telling a story, you have to make the readers/listeners drawing a picture of the appearance of the characters, the setting of the story, and the actions that happened in the story.

To do this, the narrator uses groups of words to describe things, such as:

#### 1. Adjectives

Adjectives are words that describe or modify nouns.

Examples:

- Standing on its **hind** legs, it gazed at him with **large, bright** eyes, and it could talk!
- In walked an old woman, wrapped in a **long black** shawl.
- There was a **young** man called Ma Liang.

#### 2. Adverbs

Adverbs are words that describe or modify verbs, adjectives or even other adverbs.

Examples:

- He took great care to give his customers **exactly** what they paid for.
- "Mikko, I'll **gladly** be your sweetheart."
- "Why did you draw a sea? I want a golden mountain. Draw it **quickly**!"

Find out more information about adjectives and adverbs and then discuss the information you get with your classmates.



**Read again the story entitled Forty Fortunes and listen again to the recording entitled The Princess Mouse and then identify the adjectives and adverbs that the narrator used to tell the story. Then, make a group of four and discuss your answers.**

Adjectives	Adverbs

## LET'S CREATE



**Watch the movie Tangled or Rapunzel and complete the table based on your understanding of the movie. Don't forget to compare your work with your friends'.**

Who	
Where	

When	
The beginning of the story	
What happened in the story	
The end of the story	
Moral value	



Task 27

**In pairs, find a story that you like the most. Then, retell it with your own words. After you finish, present your work in front of the class.**

## INTERMEZZO

Proverb:

*A friend in need is a friend indeed.*



## HOMEWORK



Individually, find a story from another country and rewrite in your own words. Then, retell the story in front of the class.

## LET'S SUMMARIZE

### 1. Narrative Text

A narrative text is a story has a purpose to entertain and instruct the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

Parts of a narrative text are:

- Orientation: a stage that introduces the main character/s in a setting of time and place;
- Complication: a sequence of events, which may begin in a usual pattern, is changed in some way so that the pattern of events becomes a problem for one or more of the characters. The events are evaluated by the character/s, thus making it clear to the

reader that a crisis has developed;

- Resolution: a stage in which the problem is resolved or attempted to be resolved, and which makes explicit how the character has changed and what has been learned from the experience.

## 2. Reported Speech

When we use a reported speech, we change the main verb of the sentence into its past form. If the direct sentences has verbs in past forms, the verbs can stay in their past simple forms or we can change them into their past perfect forms.

## 3. Describing Words in Narrative Text

In telling a story, a narrator uses group of words to describe things, those are:

- Adjectives: words that describe or modify nouns.
- Adverbs: words that describe or modify verbs, adjectives or even other adverbs.

## LET'S HAVE A REFLECTION

What I have learnt from this unit is	...
What I like the most from this unit is	...
What I like the least from this unit is	...





## I AM GOING TO MAKE A MASTERPIECE



In daily life, we often ask someone about what they are going to do or their intention. We also tell someone about our plan or intention. Do you know how to ask or express intentions? In this unit you will learn how to do it through a series of challenging task.

## WARM UP



### Task 1

Answer the following questions based on your personal experience.

1. Does your school have final projects?
2. What will you do for the final project?
3. Will you make it in group or individually?
4. Do you have any intention to make a masterpiece?



Picture 3.2

## READING AND WRITING

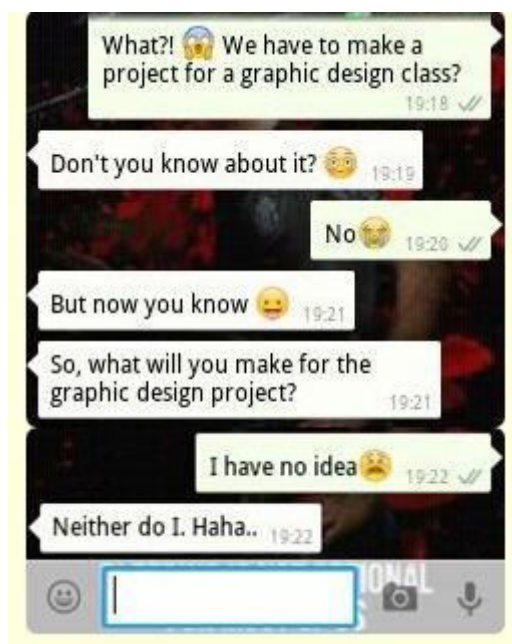
### LET'S OBSERVE



### Task 2

Read the following conversation in the chat room between Pandu and Bima carefully. Then, identify things you want to know further and write them in the table provided. Write the things that you already know in “What I know” and things that you want to know further in “What I want to know further”. You may also write more things that you want to know further in the table.





Picture 3.3

**What I know and/or what I want to know further**

1. The meaning of expressions “What are you going to make?” and “What will you make?”
2. The meaning of the expression “I’m going to make a 3D painting.”
3. The writer’s reason in writing “What are you going to make?” and “What will you make?”
4. The writer’s reason in writing “I’m going to make a 3D painting.”
5. The verb form used in expressing “I’m going to make a 3D painting.”
6. Other expressions to ask for and state intentions.

What I know	What I want to know further

## LET'S MAKE QUESTIONS



Referring to the items in column “What I want to know further” in Task 2, make relevant questions. Look at the examples.

1. What is the meaning of expressions “What are you going to make” and “What will you make?”?
2. What is the meaning of the expression “I’m going to make a 3D painting”?
3. What is the writer’s reason in writing “What are you going to make” and “What will you make?”?
4. What is the writer’s reason in writing “I’m going to make a 3D painting”?
5. What is the verb form used in expressing “I’m going to make a 3D painting”?
6. What are other expressions to ask for and state intentions?
7. ....
8. ....
9. ....
10. ....



In pairs, propose temporary answer to your questions in Task 3 and then discuss the following questions.

1. What do you say when you are asking for someone’s intention?
2. What do you say to express intention?
3. When do you use “will” and “(be) going to”?

## LET'S FIND OUT



Read the following email for Syarif carefully and then answer the questions that follow. After you finish, share your answers with your friends.



**bima wicaksana** <bima.wicaksana16@gmail.com>

4:56 PM (16 minutes ago) ☆



to syarif.susilo ▾

Dear Syarif,

Hey, how are you? It's been a long time since the last time we caught up. I tried to contact you but your phone number is not active. How is your study? I heard that you are studying visual communication design too. Does your school have final projects? My school does, and now I'm confused of what I will make for a graphic design class final project. What about you? What will you make for the project if you were me? I need your suggestions because I have to submit my project in two months. Btw, what are you going to do for the weekend? Do you remember Mr. Handoyo, our English teacher at junior high school? I heard that he is hospitalized. I'm going to visit him this weekend. Will you join me? Please text me.

Love,  
Bima

### Questions:

1. What is the topic of the email?
2. What do they study?
3. What is the meaning of "What are you going to do" in the text above?
4. What is Bima's plan for the weekend?
5. What is the meaning of "What will you do" in the text above?



Read again the email in Task 5, you will find the following words. Find the Indonesian equivalents of the words based on the context. You may use your dictionary. Look at the example. After you finish, compare your answers with your friends'.

No.	English	Indonesian
1.	caught up /kɔ:t ʌp/ (kk)	bertemu
2.	confuse /kən'fju:z/ (kk)	
3.	contact /kən. 'tækt/ (kk)	
4.	active /'æk.tɪv/ (ks)	
5.	hospitalize /'hɒs.pɪ.t ə l.aɪz/ (kk)	
6.	join /dʒɔɪn/ (kk)	
7.	project /'prɒdʒ.ekt/ (kb)	
8.	submit /səb'mɪt/ (kk)	
9.	suggestion /sə'dʒes.tʃ ə n/ (kb)	
10.	text /tekst/ (kk)	



Study and discuss the following explanation about asking for and stating intentions with your partner. Then, do the instruction that follows.

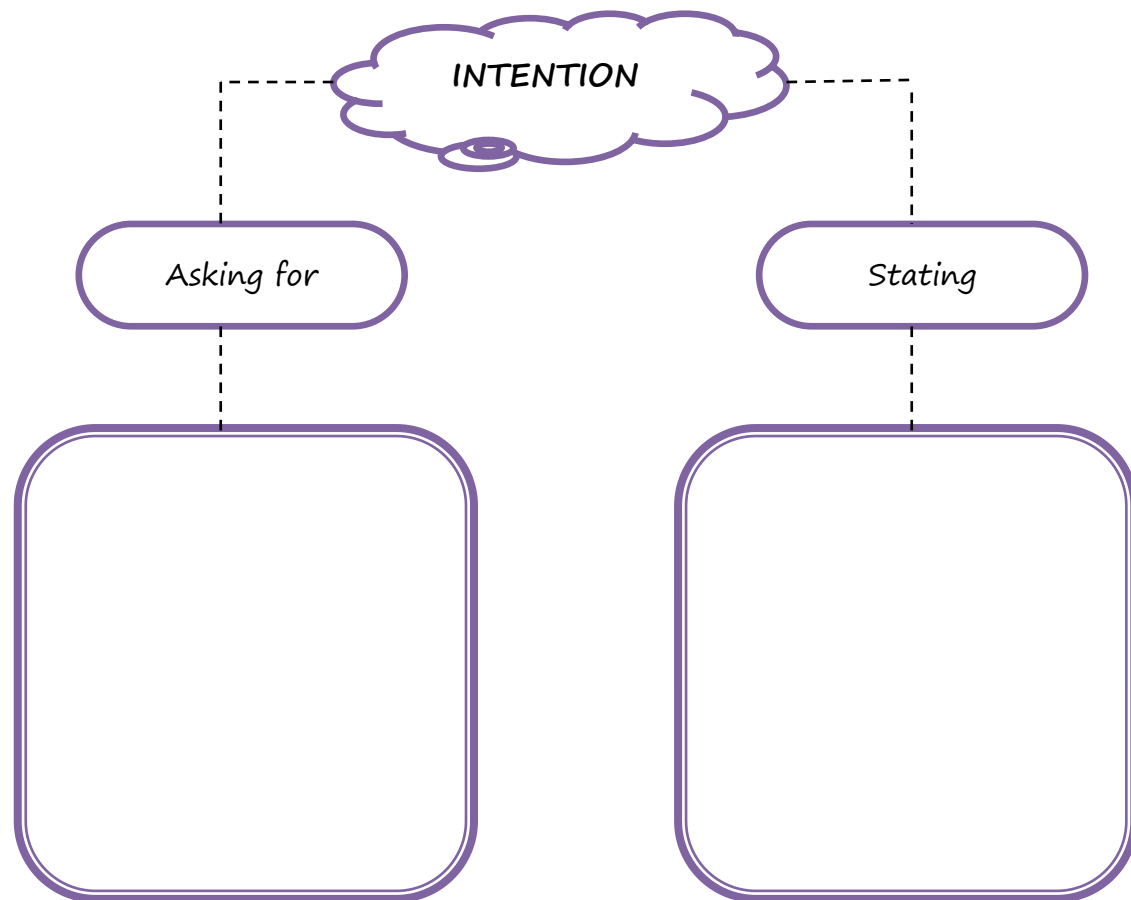
### Asking for and Stating Intentions

Sometimes we need to ask for someone's intention and/or express our intention. In the previous tasks you found some of the expressions. Here are the other expressions of asking for and stating intentions.

Asking for Intention	Stating Intention
<ul style="list-style-type: none"> <li>What are you going to do?</li> <li>What will you do?</li> <li>What is your plan?</li> <li>What are you planning to do?</li> <li>What is your intention?</li> </ul>	<ul style="list-style-type: none"> <li>I'm going to ...</li> <li>I would like to ...</li> <li>I will ...</li> <li>I am planning to ...</li> <li>I'm thinking of ...</li> <li>I intend to ....</li> </ul>

Find out more information about asking for and stating intention, and then discuss the information you get with your classmates.

Read again the conversation in Task 2 and email in Task 5 carefully, and then complete the following chart based on the information that you find.



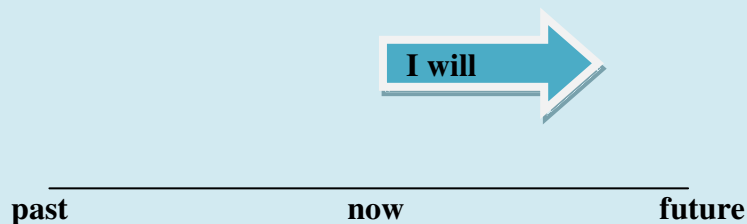
In pairs, study and discuss the following explanation about the use of “will” and “(be) going to” carefully. Then, do the instruction that follows.

In the previous tasks you found expressions “I will” and “I’m going to”. Do you know when do you use “will” and when do you use “(be) going to”?

**a. Will**

“will” is used when we decide to do something at the time of speaking. We have not decided before.

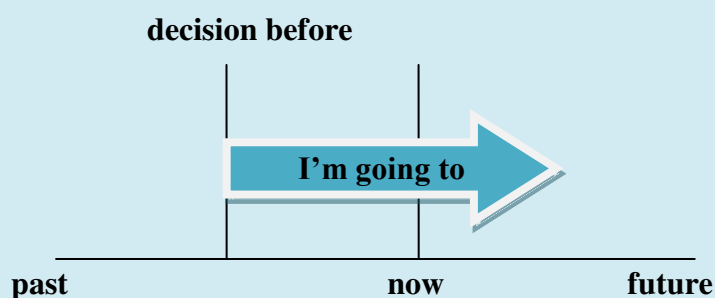
**decision now**



Example: I will make the design now.

### b. (be) going to

“(be) going to” is used when we have already decided to do something before the time of speaking.



Example: I can't make it this weekend because I'm going to visit my old friend.

Find out more information about “will” and “(be) going to”, and then discuss the information you get with your classmates.



**Complete the sentences using “will” or “(be) going to”. After you finish, compare your answers with your friends’.**

1. I \_\_\_\_\_ join an extra class this month.
2. She \_\_\_\_\_ go to the library.
3. We \_\_\_\_\_ decide the committee now.
4. They \_\_\_\_\_ make an Obama silhouette for the final project.
5. I \_\_\_\_\_ tell you later because I haven't made any plan yet.



## LET'S CREATE



Complete the following e-mail that Syarif made. You may use the words provided in the boxes. After you finish, compare your answer with your friends'.



**syarif ikhsan** <syarif.susilo@gmail.com>

4:58 PM (9 minutes ago) ☆



to bima ▾

Dear Bima,

Hey, I'm great. What about you? I'm sorry I can't text you because my phone is broken. I (1) \_\_\_\_\_ you as soon as it fixed. Yes, my school has some final projects too, and we have to make (2) \_\_\_\_\_ for the project. Next month I (3) \_\_\_\_\_ have a graphic design class final project. (4) \_\_\_\_\_ make an advertisement poster design. However, it is a group project, and my friends (5) \_\_\_\_\_ with me. They are (6) \_\_\_\_\_ to make a brochure design. So maybe you can (7) \_\_\_\_\_ both poster and brochure design. What happen with Mr. Handoyo? Why is he (8) \_\_\_\_\_? I really want to come with you. However, my group (9) \_\_\_\_\_ have a meeting this weekend. What if we visit him after I finish the meeting? I (10) \_\_\_\_\_ you know when I finish it. Maybe we can invite Harmoko and Sultan to visit Mr. Handoyo with us.

Regards,  
Syarif

some works

don't agree

planning

will text you

hospitalized

I intend to

will let

am going to

is going to

consider



In pairs, write a short letter for your friend. Don't forget to use expression of asking for and stating intentions. After you finish, read your letter in front of the class.

### INTERMEZZO

Proverb:

*Gardens are not made by sitting in the shade.  
(Everything needs efforts.)*



## LISTENING AND SPEAKING

### LET'S OBSERVE



Listen to a dialogue between Bima and Syarif carefully. While you are listening, complete the dialogue based on the information you hear. Compare your answers with those of your classmate sitting next to you.

Bima : Heeeyy, how are you?

Syarif : 1) \_\_\_\_\_, as always. Thank you. What about you?

Bima : I'm fine too. What brings you to my house? Why don't you text me first so I can prepare 2) \_\_\_\_\_.

Syarif : Sorry, my phone is broken. I sent you an email but I'm afraid you don't read it, so that I come here.

Bima : aah, I'm sorry to hear that. Come in and sit down please.

Syarif : It's okay. So, 3)\_\_\_\_\_ for your graphic design class final project? Have you decided?

Bima : I plan to make a commercial animation video, but I think 4)\_\_\_\_\_ be difficult.

Syarif : Why do you think so?

Bima : Because I 5)\_\_\_\_\_ for my drawing class final project too, and I'm afraid I cannot manage my time well.

Syarif : 6)\_\_\_\_\_ a group project?

Bima : It is, but the drawing final project is an individual project. If you are free, 7)\_\_\_\_\_?

Syarif : I can help you anytime.

Bima : Really? Wwooooww, perfect! Oh wait, I 8)\_\_\_\_\_ you a drink.

Syarif : I have been waiting for it. Haha.

Bima : Haha.

have to get prepared

I'm afraid

will you help me

what will you make

some refreshments

I will get

isn't it

it's going to



**Listen to the dialogue between Pandu and Syarif once again and identify things that you want to know further and write them in the table provided. Write the things that you already know in “What I know” and things that you want to know further in “What I want to know further”. You may also write more things that you want to know further in the table.**

**What I know and/or what I want to know further**

1. When we say the expressions "What will you make ...?" And "Will you help me?"
2. The pronunciation of the expressions "What will you make ...?" And "Will you help me?"
3. The difference between the intonation of the expressions "What will you make ...?" And "Will you help me?"

What I know	What I want to know further

**LET'S MAKE QUESTIONS**



Referring to the items in column "What I want to know further" in Task 14, make relevant questions. See the examples.

1. When do we say the expressions "What will you make ...?" and "Will you help me?"?
2. How to pronounce the expressions "What will you make ...?" and "Will you help me?"?
3. What is the difference between the intonation of the expressions "What will you make ...?" and "Will you help me?"?
4. ....
5. ....
6. ....
7. ....



**In pairs, propose temporary answers to your questions in Task 15. Then, discuss the following question.**

When you are asking someone, how is the intonation of your questions?

## LET'S FIND OUT



**Pronounce the following words and find the Indonesian equivalents. You may use your dictionary. This will help you to do the next task.**

No.	English	Indonesian
1.	advertisement /əd'vɜː.tɪs.mənt/ (kb)	
2.	brochure /'brəʊ.ʃə r/ (kb)	
3.	commercial /kə'mɜː.ʃəl/ (kb)	
4.	latest /'leɪ.tɪst/ (ks)	
5.	masterpiece /'mɑː.stə.piːs/ (kb)	
6.	suggestion /sə'dʒes.tʃən/ (kb)	
7.	terrific /tə'rɪf.ɪk/ (ks)	



**Listen to a dialogue between Bima and Pandu carefully. Then, answer the following questions. After you finish, share your answers with your friends.**

### Questions:

1. Has Bima decided what will he make for the project?
2. What does Bima think of Syarif's suggestions?
3. Why does Pandu feel unconfident with his idea?
4. What solution does Bima offer?
5. What is Pandu finally going to make?



In pairs, study and discuss the explanation about raising and falling intonation below and then do the instruction that follows.

In pronouncing questions, there are two intonations that we use, those are rising and falling intonation.

#### a. Rising Intonation

Rising intonation is used for yes-no questions, those are questions that require “yes” or “no” as the answers.

Examples:

Will you make it?

Are you okay?

Do you think it's a good idea?

#### b. Falling Intonation

Falling intonation is used for Wh-questions. Those are questions that ask *what, when, where, why, and how*.

Examples:

Who is your drawing teacher?

When is the deadline?

Where is the location?

Find out more information about rising and falling intonation, and then discuss the information you get with your classmates.



Draw the intonation of the following questions and pronounce them. Ask your friends sitting next to you to correct you.

1. What do you think about the project?
2. Will you join my team?
3. Is she studying in the same class with you?
4. When will the project be held?
5. Do you think 3D painting is a good idea?

## LET'S CREATE



Complete the following dialogue among Pandu, Bima and Butet with appropriate expressions. You may use the expressions provided in the box. After that, practice it with your friend sitting next to you.

*(Bima and Pandu are talking in the classroom at the break time)*

Bima : The graphic design project is a team work, (1)\_\_\_\_\_?

Pandu : Oh really?

Bima : (2)\_\_\_\_\_ that you just know it now.

Pandu : I do just know it now. I'm (3)\_\_\_\_\_ to know that.

Bima : Why?

Pandu : Because I think it (4)\_\_\_\_\_ be easier to make it in group.

Bima : I think so. With whom (5)\_\_\_\_\_ work with?

Pandu : Honestly, I want to work with you.

Bima : Great, because actually (6)\_\_\_\_\_ invite you to be my team.

Pandu : How many people are needed?

Bima : I think it is in (7)\_\_\_\_\_ three or four.

Pandu : So we need one or two more friends?

Bima : Yeap.

Pandu : What do you think about Santi?

Bima : I heard she (8)\_\_\_\_\_ work with Nilam.

Pandu : What about Butet?

Butet : *(pass in front of them)* I heard someone called my name.

Bima : Hey, (9)\_\_\_\_\_! Will you join our team for the graphic design final project?

Butet : Sure, why not?

Pandu : That's perfect! We (10)\_\_\_\_\_ like three musketeers.

Butet and Bima : Haha.

a group of                      will be                      is going to  
isn't it?                      really glad  
is going to                      don't tell me                      do you want to  
I am going to                      what a coincident



In pairs, choose one of the situations provided, and make a dialogue that contains expressions of asking for and showing intention. After that, act it out in front of the class.

talking about the team  
project's plan

planning to study together  
on weekend

discussing what will you  
make for the photography  
class final project

## INTERMEZZO

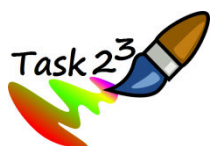
**Fact:**



The first animated film created by using what came to be known as traditional (hand-drawn) animation—the 1908 *Fantasmagorie* by Émile Cohl



## HOMEWORK



In groups of three, make a dialogue that contain expressions of asking for and stating intentions and then record it.

## LET'S SUMMARIZE

### 1. Expressions of Asking for and Stating Intention

Asking for Intention	Stating Intention
<ul style="list-style-type: none"><li>• What are you going to do?</li><li>• What will you do?</li><li>• What is your plan?</li><li>• What are you planning to do?</li><li>• What is your intention?</li></ul>	<ul style="list-style-type: none"><li>• I'm going to ...</li><li>• I would like to ...</li><li>• I will ...</li><li>• I am planning to ...</li><li>• I'm thinking of ...</li><li>• I intend to ....</li></ul>

### 2. “will” and “(be) going to”

“will” is used when we decide to do something at the time of speaking. We have not decided before while “(be) going to” is used when we have already decided to do something before the time of speaking.

### 3. Rising and Falling Intonation

Rising intonation is used for yes-no questions, those are questions that require “yes” or “no” as the answers. Falling intonation is used for Wh- questions. Those are questions that ask *what, when, where, why, and how*.

## LET'S HAVE A REFLECTION

What I have learnt from this unit is	...
What I like the most from this unit is	...
What I like the least from this unit is	...

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<http://www.ego4u.com/en/cram-up/grammar/reported-speech>

<http://www.perfect-english-grammar.com/reported-speech.html>

<http://www.worldstories.org.uk>

[www.aroonsworldofstories.com](http://www.aroonsworldofstories.com)

## PICTURE SOURCES

### UNIT 1

- Picture 1.1     [www.shows2go.si.edu](http://www.shows2go.si.edu)  
Picture 1.2     [lysmay5.blogspot.com](http://lysmay5.blogspot.com)  
Picture 1.3     [jogjareview.net](http://jogjareview.net)  
Picture 1.4     <http://arrestedmotion.com>  
Picture 1.5     [www.lau.edu.lb](http://www.lau.edu.lb)  
Picture 1.6     [www.clearwisdom.net](http://www.clearwisdom.net)

### UNIT 2

- Picture 2.1     [www.aroonsworldofstories.com](http://www.aroonsworldofstories.com)  
Picture 2.2     [www.goodreads.com](http://www.goodreads.com)  
Picture 2.3     [www.disneyanimation.com](http://www.disneyanimation.com)  
Picture 2.4     [www.aroonsworldofstories.com](http://www.aroonsworldofstories.com)  
Picture 2.5     [www.aroonsworldofstories.com](http://www.aroonsworldofstories.com)  
Picture 2.6     [www.aroonsworldofstories.com](http://www.aroonsworldofstories.com)  
Picture 2.7     [www.goodreads.com](http://www.goodreads.com)  
Picture 2.8     [www.aroonsworldofstories.com](http://www.aroonsworldofstories.com)  
Picture 2.9     [www.chinesefolktales.com](http://www.chinesefolktales.com)  
Picture 2.10    [www.goodreads.com](http://www.goodreads.com)

### UNIT 3

- Picture 3.1     writer's document  
Picture 3.2     [fineart.about.com](http://fineart.about.com)  
Picture 3.3     writer's document

## LISTENING SCRIPTS

### UNIT 1

#### Task 17

##### **My School Visual Design Exhibition**

Last week was the greatest week ever for me since I become the committee of Visual Design Exhibition in my school. I am a second grade student of Cempaka Vocational High School and I take Visual Communication Design as my major. This year my department conducted an exhibition for the first time and the teacher chose some students to become the committee.

The exhibition presented the works of the third grade students of Visual Communication Design that were previously being selected, and we classified the works into some group. The first group was invitation design. It was divided into wedding invitation and birthday invitation design. The designs varied from the simple one to the complicated one, from the casual one to the formal one. The second group was calendar design. This group presented many creative designs of calendar. The next group was T-Shirt design. It showed the design of T-Shirt making by the third grade students. The last group was advertisement design that was divided into business advertisement, commercial advertisement and magazine advertisement.

The exhibition was held for four days and was open since 7 a.m. to 1 p.m. Firstly, on the first day we had opening ceremony by the principal of the school. After the ceremony, the visitors could enjoy the designs on the exhibition. The second and the third days were normal exhibition days. Finally, on the last day we had an art performance by the first grade students. The performances were choir, traditional dances, and martial art. It was the busiest day for me but also the most exciting.

The next day after the last day, we did an evaluation meeting to evaluate our work in conducting exhibition. I thought my teacher is going to get disappointed of us because the exhibition was very simple. But instead of getting disappointed, my teacher was very satisfied with the exhibition. He decided to conduct the same exhibition every year since

now. I was very happy and proud of the teamwork of the committee in conducting the exhibition.

## **Task 22**

### **An Inspiring Graphic Design Exhibition**

Last year I visited my older brother, Bima, who studied in a university in Malang, East Java. I visited him to spend my three days vacation there. On the first day, he took me to his university since there was a graphic design exhibition. The exhibition was held by the graphic design department of the university. I was so excited since I am studying graphic design and that was my first time visiting a graphic design exhibition.

Bima said that this yearly exhibition was held for four days and that day was the second day. On the first day there was a workshop in the exhibition with the theme “Photography Commercials”. I was disappointed for not attending the workshop. Fortunately the adorable artworks made by the graphic design students of the university made me get my good mood back.

There were five rooms on the exhibition. The first room was full of 2D designs. I found commercial designs, logo designs, illustration designs, and also publishing products such as book layout, newspapers and magazines, poster, and 3D modeling pictures. Then, I move to the second room where I could find 3D designs such as product packaging, 3D design icon, souvenirs, and sculptures. The next room had printing artworks related to silk-screen. There were many creative designs of silk-screen that inspire me. The fourth room contained photographs and the last room contained multimedia works like movies, commercial videos, commercial animation, TV programs, and others.

After enjoying the artworks, Bima and I shared our opinion about the artworks. He liked the commercial animation since he said that it must be very difficult to make that great animation. However I had different opinion. The most interesting one for me were the sculptures since they were so unique and flawless. Somehow, all the artworks were really inspiring.

## Task 17

## The Baker's Dozen

In Albany, New York, there lived an honest baker, Van Amsterdam. Each morning, he checked and balanced his scales, and he took great care to give his customers exactly what they paid for—not more and not less.

Van Amsterdam's shop was always busy, because people trusted him, and because he was a good baker as well. And never was the shop busier than in the days before Christmas.

At that time of year, people flocked to the baker's shop to buy his fine Santa Claus cookies, made of gingerbread, iced in red and white.

One Christmas Day morning, the baker was just ready for business, when the door of his shop flew open. In walked an old woman, wrapped in a long black shawl.

"I have come for a dozen of your Santa Claus cookies."

Taking a tray, Van Amsterdam counted out twelve cookies. He started to wrap them, but the woman reached out and stopped him.

"I asked for a dozen. You have given me only twelve."

"Madam," said the baker, "everyone knows that a dozen *is* twelve."

"But I say a dozen is thirteen," said the woman. "Give me one more."

Van Amsterdam was not a man to bear foolishness. "Madam, my customers get exactly what they pay for—not more and not less."

"Then you may keep the cookies."

The woman turned to go, but stopped at the door. "Van Amsterdam! However honest you may be, your heart is small. *Fall again, mount again, learn how to count again!*" Then she was gone.

From that day, everything went wrong in Van Amsterdam's bakery. His bread rose too high or not at all. His pies were sour or too sweet. His cakes crumbled or were chewy. His cookies were burnt or doughy. His customers soon noticed the difference. Before long, most of them were going to other bakers.

A year passed. The baker grew poorer and poorer. Since he sold little, he baked little, and his shelves were nearly bare. His last few customers slipped away. Finally, on the day before Christmas Day, not one customer came to Van Amsterdam's shop. At day's end, the baker sat alone, staring at his unsold Saint Nicholas cookies.

"I wish Santa Claus could help me now," he said. Then he closed his shop and went sadly to bed.

That night, the baker had a dream. He was a boy again, one in a crowd of happy children. And there in the midst of them was Santa Claus himself. The bishop's white horse stood beside him, its baskets filled with gifts. Nicholas pulled out one gift after another, and handed them to the children. But Van Amsterdam noticed something strange. No matter how many presents Nicholas passed out, there were always more to give. In fact, the more he took from the baskets, the more they seemed to hold.

Then Santa Claus handed a gift to Van Amsterdam. It was one of the baker's own Santa Claus cookies! Van Amsterdam looked up to thank him, but it was no longer Santa Claus standing there. Smiling down at him was the old woman with the long black shawl.

Van Amsterdam awoke with a start. Moonlight shone through the half-closed shutters as he lay there, thinking, "I always give my customers exactly what they pay for," he said, "not more and not less. But why *not* give more?"

The next morning, Christmas Day, the baker rose early. He mixed his gingerbread dough and rolled it out. He molded the shapes and baked them. He iced them in red and white to look just like Santa Claus, and the cookies were as fine as any he had made.

Van Amsterdam had just finished, when the door flew open. In walked the old woman with the long black shawl.

"I have come for a dozen of your Santa Claus cookies."

In great excitement, Van Amsterdam counted out twelve cookies—and one more.

"In this shop," he said, "from now on, a dozen is thirteen."

"You have learned to count well," said the woman. "You will surely be rewarded."

She paid for the cookies and started out. But as the door swung shut, the baker's eyes seemed to play a trick on him. He thought he glimpsed the tail end of Santa's long red cloak.

\* \* \*

As the old woman foretold, Van Amsterdam *was* rewarded. When people heard he counted thirteen as a dozen, he had more customers than ever.



## Task 22

### The Princess Mouse

Once there was a farmer with two sons. One morning he said to them, “Boys, you’re old enough now to marry. But in our family, we have our own way to choose a bride. You must each cut down a tree and see where it points. Then walk that way till you find a sweetheart.”

Now, the older son already knew who he wanted to marry. He also knew how to cut a tree so it fell how he wanted. So, his tree fell and pointed to the farm where his sweetheart lived. The younger son, whose name was Mikko, didn’t have a sweetheart, but he thought he’d try his luck in the town. Well, maybe he cut the tree wrong, or maybe it had thoughts of its own, but it fell pointing to the forest.

The two young men went their ways. Mikko walked through the forest for hours without seeing a soul. But at last he came to a cottage deep in the woods. Mikko looked around, but the only living thing in sight was a little mouse on a table. Standing on its hind legs, it gazed at him with large, bright eyes, and it could talk!

Mikko told the mouse that he needed to find a sweetheart. The mouse squealed in delight. “Mikko, I’ll gladly be your sweetheart.” she said, “I may be a mouse, but I can still love you faithfully!”

Mikko looked into those large, bright eyes and thought she really was quite nice, for a mouse. And since he’d found no one else anyway, he said, “All right, little mouse, you can be my sweetheart.”

Since that day Mikko went to the cottage everyday and the little mouse always took good care of him and made him good foods. Slowly but surely Mikko fell in love of his little sweetheart.

One day the farmer asked the son to bring their sweethearts home for the wedding. When Mikko arrived at the cottage next morning, the little mouse jumped up and down. “Oh, Mikko, is this the day of our wedding?”

“It is, little mouse. Today you’ll be my bride”

The little mouse rang her sleigh bell, and to Mikko’s astonishment, a little carriage raced into the room. It was made from a nutshell and pulled by four black rats. A mouse coachman sat in front, and a mouse footman behind. Mikko lifted her from the table and set her in the carriage. The rats took off and the carriage sped from the cottage, so that Mikko had to rush to catch up.

At last they reached the farm and then the spot for the wedding, on the bank of a lovely, swift-flowing stream. The guests were already there enjoying themselves. But as Mikko came up, they all grew silent and stared at the little carriage. Mikko's brother stood with his bride, gaping in disbelief. Mikko and the little mouse went up to him. Angrily, with one quick kick, the brother sent the carriage, the rats, and the mice, all into the stream. Before Mikko could do a thing, the current bore them away.

Mikko was crying and screaming for losing his lovely sweetheart when four black horses pulled a carriage out of the stream. A coachman sat in front and a footman behind, and inside was a soaked but lovely princess in a gown of pearly velvet.

Mikko stared blankly a moment, and then his eyes flew wide. "Are you the little mouse?"

"I surely was," said the princess, laughing, "but no longer. A witch enchanted me, and the spell could be broken only by one brother who wanted to marry me and another who wanted to kill me."

And a grand wedding it was, with Mikko's bride the wonder of all. The farmer could hardly stop looking at her. Of course, Mikko's brother was a bit jealous, but his own bride was really quite nice, so he couldn't feel too bad.

The next day, the princess brought Mikko back to her cottage—but it was a cottage no longer! It was a castle with hundreds of servants, and there they made their home happily.

And if Mikko and the princess had any sons, you know just how they chose their brides.

### UNIT 3

#### Task 18

Bima : So, have you gotten any idea for the project?

Pandu : Which one? The drawing or graphic design project?

Bima : Both

Pandu : Still not. But for the drawing class project I think I will make a 3D paintings also.

Bima : That's good, so we can evaluate each other's works.

Pandu : What about the graphic design project?

Bima : Yesterday I met my friend who studies visual communication design also, and he gave me some suggestions.

Pandu : what are they?

Bima : He plans to make advertisement poster design, and his friends intend to make brochure design.

Pandu : I think those are good ideas

Bima : Do you think so?

Pandu : Yes, you think so, don't you?

Bima : Yeah, but actually I have my own idea.

Pandu : What is that?

Bima : But I think it's going to be difficult.

Pandu : Tell me what is that.

Bima : Animation video for a commercial

Pandu : Wow, that will be a masterpiece. You should've tell me since the beginning.

Bima : But don't you think it will be difficult?

Pandu : I have the latest version of the software to make animation, don't worry.

Bima : Terrific!

# **APPENDIX F**

## **The Expert Judgment Questionnaire**

### **SURAT PERMOHONAN *EXPERT JUDGMENT***

Hal : Permohonan Kesiediaan Expert Judgment

Lampiran : 1 bendel

Kepada Yth.

Bapak Ari Purnawan ,M.Pd.,M.A.

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

Di Yogyakarta

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Satwika Nindya Kirana

NIM : 10202241061

Judul Penelitian : *Developing English Learning Materials for the Tenth Grade Students of Visual Communication Design Program of SMK Koperasi Yogyakarta Based on Curriculum 2013*

Memohon dengan sangat kesiediaan Bapak untuk memberikan Expert Judgment pada produk yang telah saya buat berupa tiga unit materi bahasa Inggris untuk kelas X jurusan Desain Komunikasi Visual SMK Koperasi Yogyakarta berdasarkan Kurikulum 2013.

Demikian permohonan saya sampaikan, atas bantuan dan kesiediaan Bapak, saya ucapkan banyak terima kasih.

Yogyakarta, 3 November 2014

Pemohon

Satwika Nindya Kirana  
NIM. 10202241061

**ANGKET EVALUASI**  
**MATERI PEMBELAJARAN BAHASA INGGRIS**  
**UNTUK SISWA KELAS X JURUSAN DESAIN KOMUNIKASI VISUAL**  
 (Disusun berdasarkan Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris  
 SMK)

**A. IDENTITAS RESPONDEN**

Nama :

.....

Jenis Kelamin : L/P (coret yang tidak sesuai)

Pekerjaan :

.....

Pendidikan : ( ) D3 ( ) S1 ( ) S2 ( ) S3

Lama Bekerja :

.....

**B. EVALUASI MATERI PEMBELAJARAN**

Berilah tanda centang (✓) pada salah satu kolom SS/S/TS/STS yang sesuai dengan pendapat Bapak. Bapak juga dapat menuliskan pendapat tambahan pada kolom yang disediakan.

Keterangan:

SS : Sangat Setuju (4)

TS : Tidak Setuju (2)

S : Setuju (3)

STS : Sangat Tidak Setuju (1)

## UNIT 1

### “MY ART EXHIBITION”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* tentang pengalaman, kejadian, dan peristiwa, sederhana, sesuai dengan konteks penggunaannya.
- 4.13 Menangkap makna teks *recount* lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.
- 4.14 Menyusun teks *recount* lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No.	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1.	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas X SMK.				
2.	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas X SMK jurusan desain komunikasi visual.				
4.	Teks dalam materi pembelajaran relevan dengan				

	konteks kehidupan siswa kelas X SMK jurusan desain komunikasi visual.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum				
9.	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
11.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
12.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
14.	Bahasa yang digunakan dalam materi pembelajaran				



	sesuai dengan kaidah Bahasa Inggris yang tepat.				
15.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
16.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
<b>KELAYAKAN PENYAJIAN</b>					
17.	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
18.	Materi pembelajaran sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
19.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
20.	Materi pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
21.	Materi pembelajaran mendorong siswa untuk berinteraksidalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
22.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				
23.	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
24.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				

25.	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
26.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
27.	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
28.	Dalam tiap unit materi dilengkapi dengan <i>intermezzo</i> yang relevan dengan proses pembelajaran.				
<b>KELAYAKAN GRAFIS</b>					
29.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
30.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
31.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				
32.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
33.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
34.	Penggunaan variasi ( <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i> ) tidak berlebihan.				
35.	Keseluruhan desain visual materi menarik.				

### TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

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2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas X jurusan desain komunikasi visual UNIT 1 dengan judul “MY ART EXHIBITION” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

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\*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, \_\_\_\_\_

Evaluator Materi,

\_\_\_\_\_  
NIP.

## UNIT 2

### “STORIES AROUND THE WORLD”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

No.	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1.	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas X SMK.				
2.	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas X SMK jurusan desain komunikasi visual.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas X SMK jurusan desain komunikasi visual.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				

6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum				
9.	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
11.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
12.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
14.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
15.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				

16.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
<b>KELAYAKAN PENYAJIAN</b>					
17.	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
18.	Materi pembelajaran sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
19.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
20.	Materi pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
21.	Materi pembelajaran mendorong siswa untuk berinteraksidalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
22.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				
23.	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
24.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
25.	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
26.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				

27.	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
28.	Dalam tiap unit materi dilengkapi dengan <i>intermezzo</i> yang relevan dengan proses pembelajaran.				
<b>KELAYAKAN GRAFIS</b>					
29.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
30.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
31.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				
32.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
33.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
34.	Penggunaan variasi ( <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i> ) tidak berlebihan.				
35.	Keseluruhan desain visual materi menarik.				

### TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

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2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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### REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas X jurusan desain komunikasi visual UNIT 2 dengan judul “STORIES AROUND THE WORLD” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

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\*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, \_\_\_\_\_

Evaluator Materi,

\_\_\_\_\_  
NIP.

### UNIT 3

#### “I AM GOING TO MAKE A MASTERPIECE”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.
- 4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No.	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1.	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas X SMK.				
2.	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas X SMK jurusan desain komunikasi visual.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas X SMK jurusan desain				

	komunikasi visual.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum				
9.	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
11.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
12.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
14.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				

15.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
16.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
<b>KELAYAKAN PENYAJIAN</b>					
17.	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
18.	Materi pembelajaran sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
19.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
20.	Materi pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
21.	Materi pembelajaran mendorong siswa untuk berinteraksidalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
22.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				
23.	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
24.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
25.	Dalam tiap unit materi dilengkapi dengan pernyataan				

	tujuan pembelajaran.				
26.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
27.	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
28.	Dalam tiap unit materi dilengkapi dengan <i>intermezzo</i> yang relevan dengan proses pembelajaran.				
<b>KELAYAKAN GRAFIS</b>					
29.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
30.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
31.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				
32.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
33.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
34.	Penggunaan variasi ( <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i> ) tidak berlebihan.				
35.	Keseluruhan desain visual materi menarik.				

### TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

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2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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### REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas X jurusan desain komunikasi visual UNIT 3 dengan judul “I AM GOING TO MAKE A MASTERPIECE” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

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\*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, \_\_\_\_\_

Evaluator Materi,

\_\_\_\_\_  
NIP.



# **APPENDIX G**

## **The Expert Judgment Data**

### The Results of the Expert Judgment of Unit 1

No.	Items	Score
<b>The Appropriateness of The Content</b>		
1.	The developed materials are in accordance with the core and basic competences stated in Curriculum 2013 for grade X students of vocational high school.	4
2.	The developed materials meet the course grid.	4
3.	The topics of the units of the developed materials are relevant with the grade X students of visual communication design program's daily life.	4
4.	The texts in the developed materials are relevant with the grade X students of visual communication design program's context.	4
5.	The developed materials involve the explanation of the structure of a text of a particular genre.	4
6.	The developed materials involve the explanation of social functions of a text of a particular genre.	4
7.	The developed materials involve the explanation of the language features of a text of a particular genre.	4
8.	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	4
9.	The developed materials involve pronunciation learning tasks which are relevant with the requirement of the curriculum.	4
10.	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4

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*continued*

<b>Mean (x)</b>		4
<b>The Appropriateness of The Language</b>		
12.	The language of instructions and explanations in the developed materials is in accordance with the grade X students of visual communication design program's cognitive development	4
13.	The language used in the developed materials is unambiguous and understandable by the students.	4
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	4
16.	The developed materials consistently used one variation of English.	4
<b>Mean (x)</b>		3.8
<b>The Appropriateness of The Presentation</b>		
17.	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
18.	The developed materials are in accordance with the characteristics of Communicative Language Learning.	4
19.	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
20.	The developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	4
21.	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	4

*continued*

*continued*

22.	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	4
23.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4
24.	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	4
25.	Every unit of the developed materials has the learning objective stated.	4
26.	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
27.	Every unit of the developed materials has homework part.	4
28.	Every unit of the developed materials has intermezzo part that is relevant with the instructional process.	4
<b>Mean (<math>\bar{x}</math>)</b>		3.9
<b>The Appropriateness of The Graphic</b>		
29.	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	4
30.	The layout of the developed materials is proportional.	4
31.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
32.	The illustrations in the developed materials help to clarify the presentation of the materials.	4
33.	The developed materials use the appropriate variation of fonts.	4

*continued*

*continued*

34.	The developed materials used the right number of variation (bold, italic, underline, capitalization).	4
35.	The overall design of the developed materials is visually interesting.	4
<b>Mean (<math>\bar{x}</math>)</b>		4

### The Results of the Expert Judgment of Unit 2

No.	Items	Score
<b>The Appropriateness of The Content</b>		
1.	The developed materials are in accordance with the core and basic competences stated in Curriculum 2013 for grade X students of vocational high school.	4
2.	The developed materials meet the course grid.	4
3.	The topics of the units of the developed materials are relevant with the grade X students of visual communication design program's daily life.	4
4.	The texts in the developed materials are relevant with the grade X students of visual communication design program's context.	4
5.	The developed materials involve the explanation of the structure of a text of a particular genre.	4
6.	The developed materials involve the explanation of social functions of a text of a particular genre.	4
7.	The developed materials involve the explanation of the language features of a text of a particular genre.	4
8.	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	4
9.	The developed materials involve pronunciation learning tasks which are relevant with the requirement of the curriculum.	4
10.	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
<b>Mean (x)</b>		4

*continued*

*continued*

<b>The Appropriateness of The Language</b>		
12.	The language of instructions and explanations in the developed materials is in accordance with the grade X students of visual communication design program's cognitive development	4
13.	The language used in the developed materials is unambiguous and understandable by the students.	4
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	4
16.	The developed materials consistently used one variation of English.	4
<b>Mean (<math>\bar{x}</math>)</b>		3.8
<b>The Appropriateness of The Presentation</b>		
17.	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
18.	The developed materials are in accordance with the characteristics of Communicative Language Learning.	4
19.	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
20.	The developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	4
21.	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	4
22.	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	4

*continued*

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23.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4
24.	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	4
25.	Every unit of the developed materials has the learning objective stated.	4
26.	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
27.	Every unit of the developed materials has homework part.	4
28.	Every unit of the developed materials has intermezzo part that is relevant with the instructional process.	4
<b>Mean (x)</b>		3.9
<b>The Appropriateness of The Graphic</b>		
29.	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	4
30.	The layout of the developed materials is proportional.	4
31.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
32.	The illustrations in the developed materials help to clarify the presentation of the materials.	4
33.	The developed materials use the appropriate variation of fonts.	4

*continued*



*continued*

34.	The developed materials used the right number of variation (bold, italic, underline, capitalization).	4
35.	The overall design of the developed materials is visually interesting.	4
<b>Mean (x)</b>		4

### The Result of the Expert Judgment of Unit 3

No.	Items	Score
<b>The Appropriateness of The Content</b>		
1.	The developed materials are in accordance with the core and basic competences stated in Curriculum 2013 for grade X students of vocational high school.	4
2.	The developed materials meet the course grid.	4
3.	The topics of the units of the developed materials are relevant with the grade X students of visual communication design program's daily life.	4
4.	The texts in the developed materials are relevant with the grade X students of visual communication design program's context.	4
5.	The developed materials involve the explanation of the structure of a text of a particular genre.	4
6.	The developed materials involve the explanation of social functions of a text of a particular genre.	4
7.	The developed materials involve the explanation of the language features of a text of a particular genre.	4
8.	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	4
9.	The developed materials involve pronunciation learning tasks which are relevant with the requirement of the curriculum.	4
10.	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
<b>Mean (x)</b>		4

*continued*

*continued*

<b>The Appropriateness of The Language</b>		
12.	The language of instructions and explanations in the developed materials is in accordance with the grade X students of visual communication design program's cognitive development	4
13.	The language used in the developed materials is unambiguous and understandable by the students.	4
14.	The language used in the developed materials is grammatically correct.	4
15.	The language used in the developed materials is cohesive and coherent.	4
16.	The developed materials consistently used one variation of English.	4
<b>Mean (<math>\bar{x}</math>)</b>		4
<b>The Appropriateness of The Presentation</b>		
17.	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
18.	The developed materials are in accordance with the characteristics of Communicative Language Learning.	4
19.	The developed materials are begun with guided tasks and gradually move to the free production tasks.	4
20.	The developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	4
21.	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	4

*continued*

*continued*

22.	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	4
23.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4
24.	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	4
25.	Every unit of the developed materials has the learning objective stated.	4
26.	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
27.	Every unit of the developed materials has homework part.	4
28.	Every unit of the developed materials has intermezzo part that is relevant with the instructional process.	4
<b>Mean (<math>\bar{x}</math>)</b>		4
<b>The Appropriateness of The Graphic</b>		
29.	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	4
30.	The layout of the developed materials is proportional.	4
31.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
32.	The illustrations in the developed materials help to clarify the presentation of the materials.	4
33.	The developed materials use the appropriate variation of fonts.	4

*continued*

*continued*

34.	The developed materials used the right number of variation (bold, italic, underline, capitalization).	4
35.	The overall design of the developed materials is visually interesting.	4
<b>Mean (x)</b>		4

# **APPENDIX H**

## **Revisions of the Units**

### REVISIONS OF UNIT 1

Parts of the Unit	Points to Revise	Revisions
Unit's objective	<ul style="list-style-type: none"> <li>Omit the word "that" in the sentence "It may be about your experience, someone else's experience or events <b>that</b> happening in the past."</li> </ul>	It may be about your experience, someone else's experience or events happening in the past.
Task 1	No Revision	No Revision
Task 2	<ul style="list-style-type: none"> <li>Replace the words "kb", "kk", "ks", and "kkt" with "noun", "verb", "adj", and "adv"</li> </ul>	amazed /ə'meɪzd/ (adj)
Task 3	<ul style="list-style-type: none"> <li>Correct some ungrammatical sentences in the text:               <ol style="list-style-type: none"> <li>... <b>since</b> June 7- 22, 2014 ...</li> <li><b>After bought</b> the tickets, we entered the building.</li> </ol> </li> <li>Omit the words "that" in the sentence "It shows the fine arts that made by creative national and international artists"</li> </ul>	<ol style="list-style-type: none"> <li>... <b>on</b> June 7- 22, 2014...</li> <li><b>After buying</b> the tickets, we entered the building.</li> </ol> <p>It shows the fine arts made by creative national and international artists</p> <ol style="list-style-type: none"> <li>What the text is about.</li> <li>The purpose of the text.</li> </ol>

*continued*

*continued*

	<ul style="list-style-type: none"> <li>• Change the points in “What I know and what I want to know further” into sentences.</li> </ul>	
Task 4	No Revision	No Revision
Task 5	<ul style="list-style-type: none"> <li>• Correct a grammatical mistake in the sentence “what information do you usually <b>involved</b> in your story?”</li> </ul>	What information do you usually <b>involve</b> in your story?
Task 6	<ul style="list-style-type: none"> <li>• Correct some grammatical mistakes.</li> <li>a) <b>Those are</b> Arte pra Rua (Art for the Street in Portuguese) and Olhar pra Rua (Look at the Street in Portuguese).”</li> <li>b) <b>extraordinary</b> colorful</li> </ul>	a) “ <b>They were</b> Arte pra Rua (Art for the Street in Portuguese) and Olhar pra Rua (Look at the Street in Portuguese).” b) <b>extraordinarily</b> colorful
Task 7	No Revision	No Revision
Task 8	<ul style="list-style-type: none"> <li>• Correct an ungrammatical sentence “The texts are telling experience or events <b>happened</b> in the past.”</li> <li>• Give examples of the parts of the given recount text.</li> </ul>	“The texts are telling experience or events <b>happening</b> in the past.”

*continued*



*continued*

Task 9	<ul style="list-style-type: none"> <li>Correct a grammatical mistake in the sentence “Then, in group of three,”</li> </ul>	“Then, in groups of three,”			
Task 10	No Revision	No Revision			
Task 11	No Revision	No Revision			
Task 11	No Revision	No Revision			
Task 12	No Revision	No Revision			
Task 13	No Revision	No Revision			
Task 14	No Revision	No Revision			
Task 15	<ul style="list-style-type: none"> <li>Give some questions to guide the students in rewriting the story.</li> <li>Add the instruction.</li> </ul>	“Use the following questions to help you rewriting the story.”			
Task 16	No Revision	No Revision			
Task 17	No Revision	No Revision			
Task 18	<ul style="list-style-type: none"> <li>Add one more column to show the location of the sentence in the text.</li> </ul>	Statements	T/F	Correction	Location
		...	...	...	Line 2
Task 19	<ul style="list-style-type: none"> <li>Omit the word “the” in an ungrammatical sentence “According to the recording in <b>the</b> Task 17,”</li> </ul>	According to the recording in Task 17.			

*continued*

*continued*

Task 20	<ul style="list-style-type: none"> <li>Capitalize the first letter in the word “column”</li> </ul>	Referring to the items in Column “What I want to know further”
Task 21	No Revision	No Revision
Task 22	No Revision	No Revision
Task 23	No Revision	No Revision
Task 24	No Revision	No Revision
Task 25	No Revision	No Revision
Task 26	No Revision	No Revision
Task 27	No Revision	No Revision
Task 28	<ul style="list-style-type: none"> <li>Add a preposition in the sentence “Ask your partner about his/her experience attending an art exhibition”</li> </ul>	“Ask your partner about his/her experience <b>of</b> attending an art exhibition”
Task 29	<ul style="list-style-type: none"> <li>Add one more guidance task in form of picture series that aims to enable the students to do the next free production task.</li> </ul>	In pairs, make a simple recount text using the following pictures. Look at the example. Don’t forget to use time conjunctions. After you finish, tell your story in front of the class.
Task 30	<ul style="list-style-type: none"> <li>Change the name of the task.</li> </ul>	Task 29 becomes Task 30
Task 31	<ul style="list-style-type: none"> <li>Change the name of the task.</li> </ul>	Task 30 becomes Task 31

### REVISIONS OF UNIT 2

Parts of the Unit	Points to Revise	Revisions			
Task 1	No Revision	No Revision			
Task 2	No Revision	No Revision			
Task 3	No Revision	No Revision			
Task 4	<ul style="list-style-type: none"> <li>Correct an ungrammatical sentence “The King agreed and let him <b>went</b> home”</li> </ul>	The King agreed and let him <b>go</b> home.			
Task 5	No Revision	No Revision			
Task 6	No Revision	No Revision			
Task 7	<ul style="list-style-type: none"> <li>Add one more column to show the location of the sentence in the text.</li> </ul>	Statements	T/F	Correction	Location
		...	...	...	Line 2
Task 8	<ul style="list-style-type: none"> <li>Replace the words “<i>kb</i>”, “<i>kk</i>”, “<i>ks</i>”, and “<i>kkt</i>” with “noun”, “verb”, “adj”, and “adv”</li> </ul>	crop /krɒp/ (noun)			
Task 9	<ul style="list-style-type: none"> <li>Give examples of the parts of the given narrative text.</li> </ul>	Orientation Complication Resolution			
Task 10	No Revision	No Revision			
Task 11	No Revision	No Revision			
Task 11	No Revision	No Revision			

*continued*

*continued*

Task 12	No Revision	No Revision
Task 13	<ul style="list-style-type: none"> <li>Complete the direct speech “Amazing!”</li> </ul>	“Amazing!” said the King.
Task 14	<ul style="list-style-type: none"> <li>Give some questions to guide the students in rewriting the story.</li> <li>Add the instruction.</li> </ul>	“Use the following questions to help you rewriting the story.”
Task 15	No Revision	No Revision
Task 16	No Revision	No Revision
Task 17	No Revision	No Revision
Task 18	No Revision	
Task 19	<ul style="list-style-type: none"> <li>Correct an ungrammatical sentence “What <b>is</b> the <b>differences</b> between words like <i>exact</i> and <i>exactly</i>?”</li> </ul>	What <b>are</b> the <b>differences</b> between words like <i>exact</i> and <i>exactly</i> ?
Task 20	No Revision	
Task 21	<ul style="list-style-type: none"> <li>Add phonetic transcriptions of the English words.</li> <li>Add the instruction.</li> </ul>	Match the following words with the Indonesian equivalents. Look at the example. They will help you to do the next task. <b>Then, pronounce the words after your teacher.</b> Don’t forget to compare your answers with your friends’.
Task 22	No Revision	No Revision
Task 23	No Revision	No Revision
Task 24	No Revision	No Revision
Task 25	No Revision	No Revision
Task 26	No Revision	No Revision
Task 27	No Revision	No Revision
Task 28	No Revision	No Revision

### REVISIONS OF UNIT 3

<b>Parts of the Unit</b>	<b>Points to Revise</b>	<b>Revisions</b>
Task 1	No Revision	No Revision
Task 2	No Revision	No Revision
Task 3	No Revision	No Revision
Task 4	No Revision	No Revision
Task 5	<ul style="list-style-type: none"> <li>Correct the spelling of the word “email”</li> </ul>	e-mail
Task 6	<ul style="list-style-type: none"> <li>Correct the spelling of the word “email”</li> </ul>	e-mail
Task 7	No Revision	No Revision
Task 8	<ul style="list-style-type: none"> <li>Give examples of the expressions.</li> </ul>	I am going to make a 3D painting.
Task 9	No Revision	No Revision
Task 10	No Revision	No Revision
Task 11	No Revision	No Revision
Task 11	No Revision	No Revision
Task 12	No Revision	No Revision
Task 13	No Revision	No Revision
Task 14	No Revision	No Revision
Task 15	No Revision	No Revision
Task 16	No Revision	No Revision
Task 17	No Revision	No Revision
Task 18	No Revision	No Revision
Task 19	No Revision	No Revision
Task 20	No Revision	No Revision
Task 21	No Revision	No Revision

*continued*

*continued*

Task 22	No Revision	No Revision
Task 23	No Revision	No Revision

# **APPENDIX I**

## **The Final Draft of the Materials**



## MY ART EXHIBITION



Picture 1.1

In your life, sometimes you have to tell something happening in the past to other people. It may be about your experience, someone else's experience or events happening in the past. In this unit you will learn how to tell something happening in the past through challenging tasks.



## WARM UP

### Task 1



Answer the following questions based on your experience.



Picture 1.2

1. Have you ever attended a fine art exhibition?
2. Is there any fine art exhibition in your city?
3. Have you ever performed your work in an exhibition?
4. Is there any fine art exhibition that you want to attend?

### Task 2



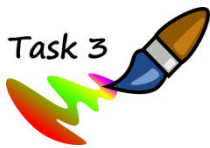
In pairs, study and find out the Indonesian equivalents of the following words in your dictionary. They will help you to do the next tasks. Look at the example. After that, repeat after your teacher.

No.	English	Indonesian
1.	amazed /ə'meɪzd/ (adj)	takjub
2.	exhibition /ˌek.sɪ'biʃ.ən/ (noun)	
3.	figure /'fɪg.ə r/ (noun)	
4.	fine art /faɪn ɑ:rt/ (noun)	
5.	incredible /ɪn'kred.ɪ.bl/ (adj)	
6.	legacy /'leg.ə.si/ (noun)	
7.	outstanding /ˌaʊt'stæn.dɪŋ/ (adj)	
8.	point out /pɔɪnt aʊt/ (verb)	
9.	regularly /'reg.jʊ.lə.li/ (adv)	
10.	visit /'vɪz.ɪt/ (verb)	

## READING AND WRITING

### LET'S OBSERVE

#### Task 3



Read the following text about The Night at Artjog 2014 carefully. Then, identify things you want to know further and write them in the table provided. Write the things that you already know in “What I know” and things that you want to know further in “What I want to know further”. You may also write more things that you want to know further in the table.

#### The Night at Artjog 2014



Picture 1.3

Last week, on June 12, 2014, my friends and I visited Artjog, a fine art exhibition. This exhibition is held regularly every year. It shows the fine arts made by creative national and international artists with different themes every year. This year the event was held in Taman Budaya Yogyakarta on June 7- 22, 2014 with the theme “Legacies of Power” that talked about the democracy in Indonesia.

My friends and I arrived in Taman Budaya around 6 p.m. We got amazed as soon as we arrived there since in front of the building there were more than thirty figures made from gunny-sack. Those figures represented the cabinet ministers with their real characteristics. After buying the tickets, we entered the building. It just took less than one second for us to get more amazed by the awesome artworks that were showed there. There were more than fifty creative artworks that talked about the democracy and government.

My favorite artwork was entitled “Choose the Chair”. It was a big comfortable chair covered by money-drawing paper. This artwork clearly pointed out on why many people want to get a chair in parliament. It is because that position makes them get a lot of money. The other outstanding artwork was a painting entitled “Zoo” that contained critiques for the governments.

We spent around two hours there, enjoyed the arts and tried to find out what the artists want to express through their artworks, and did not forget to take pictures with the artworks. All the artworks there were really great. I cannot wait until next year to see more incredible arts.

**What I know and/or what I want to know further**

1. What the text is about.
2. The purpose of the text.
3. The parts of that type of text.
4. Why the author uses verbs like *visited, represented, talked, took*, etc. Instead of *visit, represent, talk, take*, etc..
5. Where that type of text can be found.

What I know	What I want to know further

## LET'S ASK QUESTIONS



### Task 4

Referring to the items in Column “What I want to know further” in Task 3, make relevant questions. Look at the examples.

1. What is the text about?
2. What is the purpose of the text?
3. What are the parts of that type of text?
4. Why does the author use verbs like *visited*, *represented*, *talked*, *took*, etc. instead of *visit*, *represent*, *talk*, *take*, etc.?
5. Where can we find that type of text?
6. ....
7. ....
8. ....
9. ....
10. ....



### Task 5

In pairs, propose temporary answers to your questions in Task 4 and then discuss the following questions.

1. When you are reading a text about an event happening in the past, what information do you usually find in the text?
2. When you are about to write a story about your experience or something happening in the past, what information do you usually involve in your story?

## LET'S FIND OUT



Task 6

**Read the following text entitled My Wonderful Day in São Paulo Graffiti Art Exhibition carefully and then answer the questions that follow. After you finish, compare your answers with those of your friends.**

### **My Wonderful Day in São Paulo Graffiti Art Exhibition**

Last year was my luckiest year because I won a graffiti design competition in which the price was two tickets to a graffiti art exhibition in São Paulo, Brazil. I was so excited because it was my first time going abroad. Because I had two tickets, I invited my father to come with me. The exhibition was held since November 20 to December 29, 2013. I went to São Paulo on December 5 and visited the exhibition two days later.



Picture 1.4

The exhibition took place on two streets in São Paulo, they were Arte pra Rua (Art for the Street in Portuguese) and Olhar pra Rua (Look at the Street in Portuguese). These streets brought some pictures of Graffiti Art and original dashboard made by invited street artists. Some graffiti were made by professional famous artists such as Dédo, Enivo, Sosek and Slik's, and photographers Paola Vianna, Mateus Avila and Tábyta Ysmn.

I really could not say a word to describe how wonderful the graffiti were. They were extremely awesome and creative. The artists professionally mixed several colors so that the graffiti looked extraordinarily colorful. I took pictures with almost all the graffiti. Fortunately, I could take a picture with one of the artist, Massiel Carlmet. She also gave me some tips of how to draw graffiti. I was so pleased to attend that great exhibition. It made me realize that making graffiti is not only drawing something on a wall, but it is an art of expressing our idea and creativity in a huge medium. This experience motivates me to become a professional graffiti artist in the future.

### Questions:

1. When was the exhibition?
2. Where was the exhibition?
3. How could the writer attend the exhibition?
4. With whom did the writer attend the exhibition?
5. How was the writer's impression about the exhibition?

### Task 7



In Task 6 you found these words. Match the words with the appropriate antonyms based on the context. Look at the example. After you finish, compare your answers with your friends'.

### WORDS

1. almost /'ɑ:l.moʊst/
2. awesome /'ɔ:.səm/
3. excited /ɪk'saɪ.tɪd/
4. extraordinarily  
/ɪk'strɔ:.dn. ə r. ə l.i/
5. famous /'feɪ.məs/
6. fortunately /'fɔ:.tʃ ə  
n.ət.li/
7. later /'leɪ.tə r/
8. motivated /'məʊ.tɪ.veɪ.tɪd/
9. took /tok/
10. won /wʌn/

### ANTONYMS

- a. awful /'ɔ:.f ə l/
- b. bored /bɔ:rd/
- c. exactly /ɪg'zæk t .li/
- d. lose /lu:z /
- e. now /naʊ/
- f. put /pʊt/
- g. unfortunately  
/ʌn'fɔ:.tʃ ə n.ət.li/
- h. unknown /ʌn'nəʊn/
- i. unprovoked  
/ʌn.prə'vəʊkt/
- j. usual /'ju:.ʒu.əl/



**In pairs, study and discuss the following explanation about recount texts carefully. You may ask your teacher if there is something you do not understand. Then, do the instruction that follows.**

### Recount Texts

The texts entitled “The Night at Artjog 2014” and “My Wonderful Day in São Paulo Graffiti Art Exhibition” are telling us experiences or events happening in the past. That kind of text is called a recount text. A recount text retells past events in chronological order in which the events happened.

A recount text divided into three parts:

- Orientation : A first paragraph introducing the participants, place and time.
- Event(s) : A series of paragraphs describing series of event that happened in the past.
- Reorientation : A series of paragraphs describing series of event that happened in the past.

The language features of a recount text are:

- Introducing personal participant; I, my father, my friends, etc.
- Using chronological connection; then, first, next, etc.
- Using the simple past tense

Look at the parts of the recount text entitled The Night at Artjog 2014 below.

Orientation	Last week, on June 12, 2014, my friends and I visited Artjog, a fine art exhibition. This exhibition is held regularly every year. It shows the fine arts made by creative national and international artists with different themes every year. This year the event was held in Taman Budaya Yogyakarta on June 7- 22, 2014 with the theme “Legacies of Power” that talked about the democracy in Indonesia.
Events	My friends and I arrived in Taman Budaya around 6 p.m. We got amazed as soon as we arrived there since in front of the building there were more than thirty figures made from gunny-sack. Those figures represented the cabinet ministers with their real characteristics. After buying the tickets, we entered the building. It just took less than one second for us to get more amazed by the awesome artworks that were showed there. There were more than fifty creative artworks that talked about the democracy and government. My favorite artwork was entitled “Choose the Chair”. It was a

	big comfortable chair covered by money-drawing paper. This artwork clearly pointed out on why many people want to get a chair in parliament. It is because that position makes them get a lot of money. The other outstanding artwork was a painting entitled “Zoo” that contained critiques for the governments.
Reorientation	We spent around two hours there, enjoyed the arts and tried to find out what the artists want to express through their artworks, and did not forget to take pictures with the artworks. All the artworks there were really great. I cannot wait until next year to see more incredible arts.

Find out more information about the recount text and then discuss the information you get with your classmates.



#### Task 9

Read again the text entitled **My Wonderful Day in São Paulo Graffiti Art Exhibition** in Task 6 carefully. Then, in groups of three, identify the parts of the text by completing the following table with the information that you find in the text. After you finish, compare your answers with other groups’.

The purpose of the text	
Orientation	
Event(s)	



Reorientation	



**Study again the text entitled *The Night at Artjog 2014* carefully and then underline the verbs that you can find in the text. Look at the example. After that, answer the question that follows.**

### **The Night at Artjog 2014**

Last week, on June 12, 2014, my friends and I visited Artjog, a fine art exhibition. This exhibition is held regularly every year. It shows the fine arts made by creative national and international artists with different themes every year. This year the event was held in Taman Budaya Yogyakarta on June 7- 22, 2014 with the theme “Legacies of Power” that talked about the democracy in Indonesia.

My friends and I arrived in Taman Budaya around 6 p.m. We got amazed as soon as we arrived there since in front of the building there were more than thirty figures made from gunny-sack. Those figures represented the cabinet ministers with their real characteristics. After buying the tickets, we entered the building. It just took less than one second for us to get more amazed by the awesome artworks that were showed there. There were more than fifty creative artworks that talked about the democracy and government.

My favorite artwork was entitled “Choose the Chair”. It was a big comfortable chair covered by money-drawing paper. This artwork clearly pointed out on why many people want to get a chair in parliament. It is because that position makes them get a lot of money. The other outstanding artwork was a painting entitled “Zoo” that contained critiques for the governments.

We spent around two hours there, enjoyed the arts and tried to find out what the artists want to express through their artworks, and did not forget to take pictures with the artworks. All the artworks there were really great. I cannot wait until next year to see more incredible arts.

What is the similarity that you can find in the sentences of the text in terms of their verb form?



**Study and discuss the following explanation about simple past tense with your partner. You may ask your teacher if there is something you do not understand. Then, do the instruction that follows.**

### Simple Past Tense

A simple past tense is used to tell the information that began and ended in the past. The verbs and modal that follow the subject in the simple past tense use the past form.

There are two types of verbs, the regular and irregular verbs. In the regular verbs, the past form end in *-ed*.

- I **invited** my father.
- My friends and I **visited** Artjog, a fine art exhibition.
- The artists **mixed** several colors to make the graffiti.

On the other hand, some verbs have irregular past forms. You can see your dictionary to find out these verbs.

- I **went** to the exhibition at the city hall. (go – went)
- I **took** pictures with almost all the graffiti. (take – took)
- We **spent** around two hours in the exhibition. (spend – spent)

In negative and interrogative sentence, we use **did** that followed by verbs in present form.

- She **did not** attend her father exhibition.
- **Did** Paula Vianna join the exhibition?

Find out more information about the simple past tense and then discuss the information you get with your classmates.



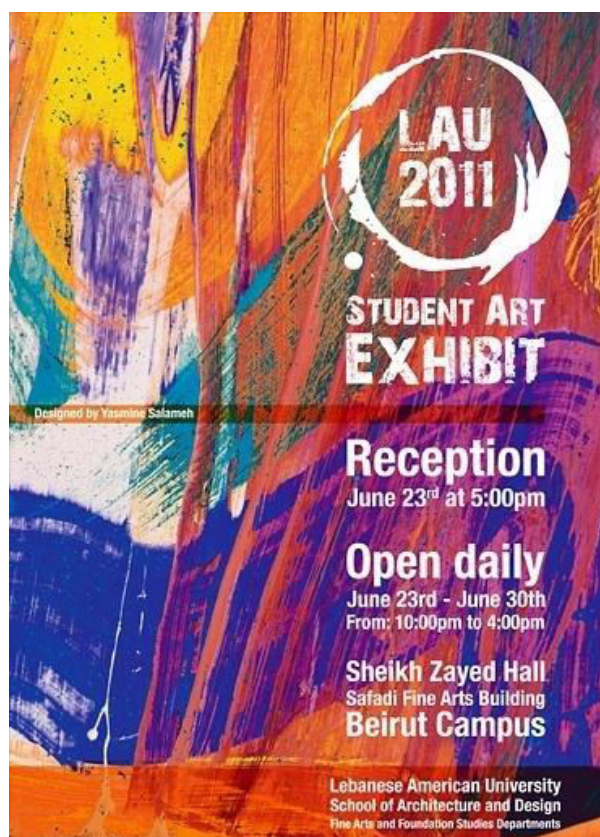
### Task 12

There are some mistakes related to the verb form in the following sentences. Underline the mistakes and correct them. Look at the example. After you finish, compare your answers with your friends'.

1. Last month there is a poster exhibition in my school. (**was**)
2. I go to a fine art exhibition last Friday. ( \_\_\_\_\_ )
3. My uncle is a painter. Last week he invite me to see his new paintings. ( \_\_\_\_\_ )
4. My father spend the whole day enjoying the artworks in the exhibition yesterday.  
( \_\_\_\_\_ )
5. The graffiti exhibition in São Paulo is the biggest graffiti exhibition on 2013.  
( \_\_\_\_\_ )
6. Massiel Carlmet was one of artists that participate on the exhibition last year. ( \_\_\_\_\_ )
7. There are many artists from many cities in Indonesia that joined Artjog 2014. ( \_\_\_\_\_ )
8. We pay Rp10.000 for the Artjog 2014 tickets. ( \_\_\_\_\_ )
9. My art teacher buys a sculpture from an exhibition last weeks. ( \_\_\_\_\_ )
10. The artists present their best artworks for the exhibition. ( \_\_\_\_\_ )



Study the advertisement about LAU 2011 below. Then, make at least 5 sentences based on the advertisement using the formula that you have learnt before. Look at the example. Don't forget to compare your answers with your friends'.



Picture 1.5

1. LAU 2011 was held by Fine Arts and Foundation Studies Departments of Lebanese American University.
2. \_\_\_\_\_ .
3. \_\_\_\_\_ .
4. \_\_\_\_\_ .
5. \_\_\_\_\_ .
6. \_\_\_\_\_ .

## LET'S CREATE



**Rearrange the jumbled paragraphs into a good text by numbering the paragraphs in the available spaces. Look at the example. Then, compare your answer with your friends'.**

### Unforgettable Photography Exhibition

I thought that we were going home after that, but my brother invited me to stay until the end of the exhibition because there would be the winner announcement and he was curious of it. While waiting for the announcement, we spent time in a cafeteria in the corner of the building and had our late lunch. We discussed our favorite photographs and argued which one would be the winner.

Paragraph 4

I thought that we were going home after that, but my brother invited me to stay until the end of the exhibition because there would be the winner announcement and he was curious of it. While waiting for the announcement, we spent time in a cafeteria in the corner of the building and had our late lunch. We discussed our favorite photographs and argued which one would be the winner.

Paragraph ...

The exhibition was only one day and it was started since 9 a.m. until 9 p.m. It started with an opening ceremony and speeches by the head of the committee and the mayor of the city. And then after that there was a short photography seminar for one and half an hour by Slamet Mulyadi, a professional magazine photographer. He talked about how to arrange the lights to get a good visualization. The seminar was followed by question and answer sessions and my brother was so interested to ask many questions that he already wrote in his notebook. Unfortunately, because there were many questions proposed by the participants and the time was not enough, so Slamet Mulyadi could not answer all questions.

Paragraph ...

Time goes very fast, and we were in the winner announcement. My brother was so excited and curious. The MC announced from the third winner. The photograph was an old camera on grass. The second winner was the kid-picture that I like. The next five minutes I got very surprised when the screen showing the photographs. It was me overslept while hugging with my first camera! And the MC called my brother name as the first winner. My bother smiled at me, "Thanks, my inspiration". I cried for happiness that day. It was very unforgettable.

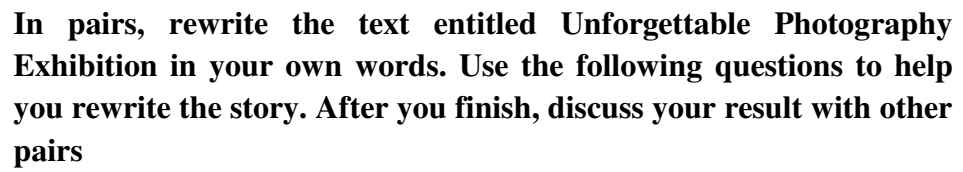
Paragraph ...

Last week my brother and I went to a photography exhibition that was held by a photographer community in my town. The exhibition showed more than 300 photographs that were submitted by competitors for the photography competition. The committee chose "History of Photography" as the theme.

Paragraph ...

After the seminar, at 11 p.m. we started enjoying the photographs. All the photographs were terrific. I was attracted to a photograph of a kid made his hand like holding a camera. The picture was in black and white. It was simple but for me it was very meaningful. I could not enjoy all the photographs since my legs were hurt, so I just enjoyed half of them and then took a seat while my brother was going around enjoying all the photographs. He finished enjoying all the photographs at 3 p.m.

Paragraph ...



- 
- This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Blank lined area for writing.



**In groups of three or four, find a short article about an art exhibition. Study the article and then rewrite it using your own words. After that, present the result in front of the class.**

#### INTERMEZZO

**Fact:**

The oldest and biggest fine art exhibition is Art Basel Switzerland. This exhibition was established in 1970 and takes place over a five-day period each June in Basel, Switzerland.

*(taken from [fineart.about.com](http://fineart.about.com))*



## LISTENING AND SPEAKING

### LET'S OBSERVE



Listen to the recording entitled **My School Visual Design Exhibition** and then decide whether the following statements are true or false based on the recording to check your comprehension. Correct the wrong statements. Then, compare your answer with your friends'. Look at the example.



Picture 1.6

No.	Statements	T/F	Corrections	Location
1.	The speaker is the third grade student of Visual Communication Design of Cempaka Vocational High School.	F	The speaker is the second grade student of Visual Communication Design of Cempaka Vocational High School.	Line 2
2.	The second grade students learn how to make commercial advertisement.			
3.	The exhibition was divided into four groups of works.			
4.	The exhibition was open for 5			

	hours every day for four days.			
5.	The evaluation meeting was conducted on the following day of the last day.			
6.	The teacher was proud of the teamwork of the committee.			



### Task 18

According to the recording in Task 17, identify things that you want to know further and write them in the table provided. Write the things that you already know in “What I know” and things that you want to know further in “What I want to know further”. You may also write more things that you want to know further in the table.

#### What I know and/or what I want to know further

1. what the recording is about
2. how to tell that type of story
3. why the speaker uses words like *previously*, *firstly*, *after*, *finally*, *next*

What I know	What I want to know further

## LET'S ASK QUESTIONS

### Task 19



Referring to the items in Column “What I want to know further” in Task 19, make relevant questions. See the examples.

1. What does the speaker talk about?
2. What are the steps to tell that type of story?
3. Why does the speaker use the words like *previously*, *firstly*, *after*, *finally*, *next*?
4. ....
5. ....
6. ....
7. ....

### Task 20



In pairs, propose temporary answers to your questions in Task 20. Then, discuss the following questions.

1. When you are listening to someone telling his/her experience or something happening in the past, what information do you usually find in his/her story?
2. When you are about to share your experience or something happening in the past, what are the details that you usually tell?

## LET'S FIND OUT



**Listen to the recording entitled An Inspiring Graphic Design Exhibition carefully. Then, answer the following questions. After you finish, discuss your answers with your friends.**

### Questions:

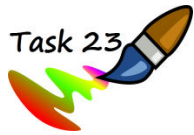
1. When and why did the speaker go to Malang?
2. What exhibition did the speaker visit?
3. Why did the speaker get disappointed in the beginning?
4. In which room did the speaker find 3D designs?
5. Which artwork did Bima like?
6. What is the speaker's impression of the exhibition?



**Listen again to the recording entitled An Inspiring Graphic Design Exhibition. You will find the following words. Find the Indonesian equivalents of the words based on the context. You may use your dictionary. Look at the example. After you finish, compare your answers with your friends'. Then, repeat after your teacher.**

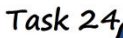
No.	English	Indonesian
1.	adorable /ə'dɔːrə.bəl/ (ks)	menawan
2.	artwork /'ɑːt.wɜːk/ (kb)	
3.	commercial /kə'mɜːʃ ə l/ (kb)	
4.	flawless /'flɔː.ləs/ (ks)	
5.	fortunately /'fɔː.tʃ ə n.ət.li/ (kk)	
6.	packaging /'pæk.ɪ.dʒɪŋ/ (kb)	
7.	publishing /'pʌb.lɪ.ʃɪŋ/ (kb)	

8.	sculpture /'skʌlp.tʃə r / (kb)	
9.	silk-screen /sɪlk-skri:n/ (kb)	
10.	somehow /'sʌm.haʊ/ (kk)	



**In pairs, listen again to the recording entitled My School Visual Design Exhibition carefully and then complete the table based on the information you find in the recording. After you finish, compare your answers with other pairs'.**

The purpose of the text	
Orientation	
Event(s)	
Reorientation	



**In pairs, study and discuss the following explanation about time conjunctions carefully. You may ask your teacher if there is something you do not understand.**

## Time Conjunctions

In the texts you have read and the recordings you have listened, you found words such as first, then, next, last, previously, finally, after that, etc. Those words are called time conjunctions.

### What are time conjunctions?

Time conjunctions are words that give us information of the sequence or order of the events that happened. There are many examples of time conjunctions. Below are some of them.

first, second, ...  
finally  
when

then  
before that  
while

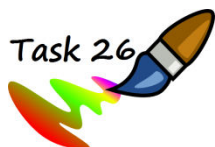
next  
after that  
now

previously  
afterwards  
later



**Find out more about time conjunctions. You may find it in grammar books or on the internet. Then, write it down in the following box. After that, discuss your work with your friends.**

[illegible]



Task 26

Listen again to the recording entitled **An Inspiring Graphic Design Exhibition** carefully and identify the time conjunctions that the speaker used. Then, discuss it with your friends.

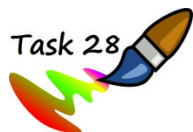
## LET'S CREATE



Task 27

Ask your partner about his/her experience of attending an art exhibition using the following questions. Then, retell it in front of the class.

1. What was the exhibition that you visited?
2. Where did the exhibition take place?
3. When was the exhibition held?
4. Who were the artists?
5. How long was the exhibition?
6. With whom did you go there?
7. What did you do in the exhibition?
8. What did you feel after attending the exhibition?



**In pairs, make a simple recount text using the following pictures. Look at the example. Don't forget to use time conjunctions. After you finish, tell your story in front of the class.**



Picture 1.7

One day, I was reading a novel on my backyard when suddenly my friends called and invited me to go to an art exhibition.



Picture 1.8

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---

---



Picture 1.9

---

---

---



Picture 1.10

---

---

---





Picture 1.11

---

---

---

Task 29



Individually, in front of the class, tell your friends about your memorable experience of attending an art exhibition or your experience related to fine art.

INTERMEZZO

Quote:



*I dream my painting and I paint my dream*

*-Vincent van Gogh*

## HOMEWORK

Task 30



Write a recount text telling other's experience in attending an art exhibition. It could be your friends', your families', or your teachers' experience.

## LET'S SUMMARIZE

### 1. Recount Texts

A recount text retells past events in chronological order in which the events happened. A recount text divided into three parts:

- orientation
- series of event
- reorientation

The language features of a recount text are:

- Introducing personal participant; I, my father, my friends, etc.
- Using chronological connection; then, first, next, etc.
- Using simple past tense

### 2. Simple Past Tense

A simple past tense is used to tell the information that began and ended in the past. The verbs and modal that follow the subject in the simple past tense use the past form.

There are two types of verbs, the regular and irregular verbs. In the regular verbs, the past form end in *-ed*. On the other hand, some verbs have irregular past forms. You can see your dictionary to find out these verbs. In negative and interrogative sentence, we use *did* that followed by verbs in present form.

### 3. Time Conjunctions

Time conjunctions are words that give us information of the sequence or order of the events that happened. Some examples of time conjunctions are first, then, next, previously, finally, afterwards, etc.

## LET'S HAVE A REFLECTION

What I have learnt from this unit is	...
What I like the most from this unit is	...
What I like the least from this unit is	...



## STORIES AROUND THE WORLD



Picture 2.1

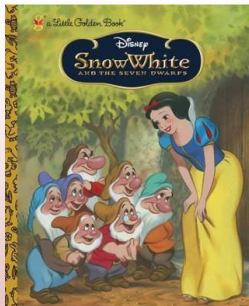
There are many entertaining stories around the world, such as folktales, fables, fairy tales, and legends. Do you enjoy reading or listening to stories? Can you tell stories? In this unit you will learn about them through a series of challenging tasks.

## WARM UP



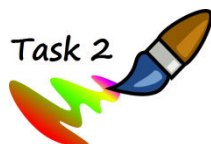
### Task 1

Answer the following questions based on your experience.



Picture 2.2

1. Do you like reading or listening to a story?
2. Did you parents read you bedtime stories when you were a kid?
3. What is your favorite story?
4. Who are the characters of the story?
5. What is the story about?



### Task 2

The following are characters of some stories from other countries. Match each with suitable title of the stories.



Picture 2.3



Picture 2.4



Picture 2.5



Picture 2.6



Picture 2.7

**The Mouse Deer**

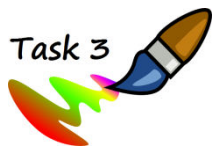
**The Slappy Hooper**

**Aladdin**

**The Master Maid**

**King O' The Cats**

### Task 3



In pairs, match the following words in Column A with the meanings in Column B. They will help you to do the next tasks. Look at the example.

**A**

appeared

astonishment

beg

bluffing

date

diviner

satisfied

servant

swung

treasury

whispered

**B**

To make a very strong request.

The sweet fruit of palm tree.

A fortuneteller

A person who work for the king.

Very great surprise.

Move easily from one to another.

Speak very quietly.

To deceive someone.

Very valuable things

To be present.

Pleased to get what you wanted.



## READING AND WRITING

### LET'S OBSERVE

#### Task 4



Read the following text entitled **Forty Fortunes** carefully. Then, identify things you want to know further and write them in the table provided. Write the things that you already know in “What I know” and things that you want to know further in “What I want to know further”. You may also write more things that you want to know further in the table.

#### Forty Fortunes



Picture 2.8

Once, in the royal city of Isfahan, there lived a young poor hole digger named Ahmed, who had a wife named Jamell. Being a hole digger was enough for Ahmed, but it was not enough for Jamell. One day, Jamell asked Ahmed to be a diviner in a marketplace to get more money. Ahmed got surprised and refused that order because he knew nothing about fortunetelling. But his wife kept insisting him.

So the next day, Ahmed sat in the marketplace near the public bath and dressed as a diviner. A few minutes later ran up to him the wife of one of the King's ministers who lost her ring. Ahmed gulped and cast the dice. As he desperately searched for something wise to say, he happened to glance up at the lady's cloak where he found a small hole. Ahmed leaned forward and whispered urgently, “Madam, I see a hole.”

The lady brightened. “Of course! A hole!”

She rushed back to the bath and found the hole in the wall where she had hidden her ring for safekeeping and forgotten it. Then she came back out to Ahmed and to Ahmed's amazement, she gave him a gold coin.



The next night, the King's forty chests of gold and jewels royal treasury was robbed. The King called his Royal Diviner and all his assistants, but no-one could locate the thieves or the treasure. The King angrily sent them to the prison and sent two guards to the marketplace to bring Ahmed, as he heard about how Ahmed found the ring of the Minister's wife

"Diviner," said the King, "my treasury has been robbed of forty chests. What can you tell me about the thieves?"

Ahmed thought quickly about forty chests being carried away. "Your Majesty, I can tell you there were . . . forty thieves."

"Amazing!" said the King. "Now you must find the thieves and the treasure."

Ahmed felt faint. "I'll do my best, Your Majesty, but ... but it will take some time. Give me ... uh ... forty days, Your Majesty," said Ahmed, guessing the longest he could get. "One day for each thief."

The King agreed and let him go home to come back again the next forty days. Ahmed arrived home sadly and told his wife about the King's treasure. Jamell regretted to ask her husband to be a diviner, but it was too late. Ahmed took some dried dates, counted out forty, and placed them in a jar. "I will eat one of these dates each evening. That will tell me when my forty days are done."

On the other place, one of the King's own servants who was one of the forty thieves, hurried to the thieves' meeting place and reported to their chief about what Ahmed said.

"He's bluffing," said the chief. "But we can't afford to take chances. Go to his house and find out what you can."

So the servant climbed up to the terrace on the flat roof of Ahmed's house, and he listened down the stairs that led inside. Just then, Ahmed took the first date from the jar and ate it. He told Jamell, "That's one."

The thief was so shocked. He hurried back to the meeting place and told the chief that the diviner knew that he was on the roof without seeing him. The chief did not believe him and sent two thieves to go the next night.

So the next night, the servant returned to Ahmed's roof with another of the thieves. As they were listening, Ahmed ate a second date and said, "That's two."

The thieves nearly tumbled over each other as they fled the roof and raced back to the chief. "It can't be!" said the chief. So the night after that, he sent three of the thieves, and the next night four, then five, then six.

And so it went till the fortieth night, when the chief said, “This time, I’ll go with you myself.” So all forty thieves climbed up to Ahmed’s roof to listen. Inside, Ahmed gazed at the last date in the jar, then sadly took it out and ate it. “That’s forty. The number is complete.”

Just then came a loud banging at the door. Ahmed thought it was the King’s men. He swung the door open. To his astonishment, he saw forty men kneeling before him and touching their heads to the ground again and again. The thieves begged him to not send them to the King. Ahmed let him go with one condition: they have to put all the forty treasure back. And before the night was through, forty pairs of hands carried forty chests of gold and jewels back into the King’s treasury.

Early the next morning, Ahmed appeared before the King and told him that his power only let him found the treasury without the thieves. The King was satisfied even he could not get the thieves. He asked Ahmed to be his new Royal Diviner. Ahmed politely refused it by saying that he lost his power to find the treasure. The King was a little bit disappointed, but he gave Ahmed two of the treasure boxes. So Ahmed returned home to Jamell, safe, rich, and a good deal wiser. And as any diviner could have foretold, they lived happily ever after.

*(Forty Fortunes is a story from Iran. Adapted from [www.aaronsworldofstories.com](http://www.aaronsworldofstories.com))*

#### What I know and/or what I want to know further

1. What the text is about.
2. The purpose of the text.
3. The parts of that type of text.
4. Why some sentences are written in between quotation marks.
5. Where that type of text can be found.

What I know	What I want to know further

## LET'S ASK QUESTIONS



Task 5

Referring to the items in Column “What I want to know further” in Task 4, make relevant questions. Look at the examples.

1. What is the text about?
2. What is the purpose of the text?
3. What are the parts of that type of text?
4. Why are some sentences written in between quotation marks?
5. Where can we find that type of text?
6. ....
7. ....
8. ....
9. ....
10. ....



Task 6

In pairs, propose temporary answers to your questions in Task 5 and then discuss the following question.

When you are reading a story, what details do you usually find in the story?

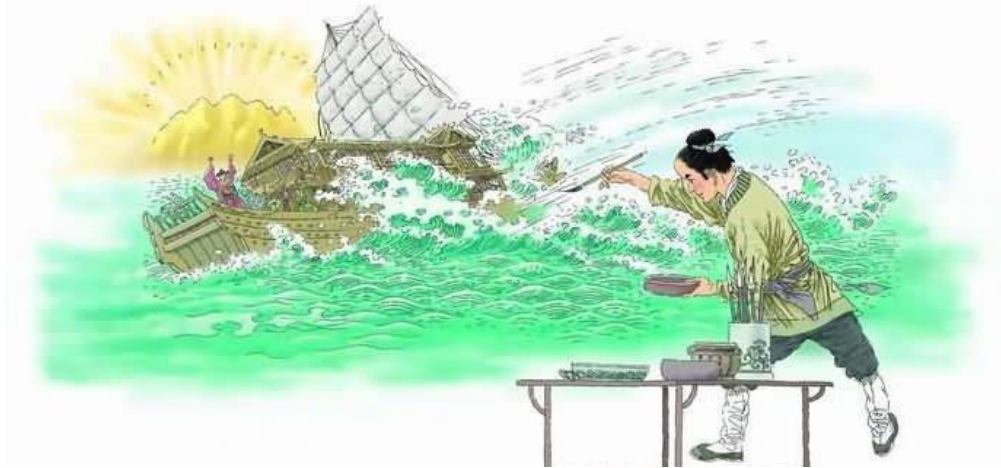
## LET'S FIND OUT

### Task 7



Read the following text entitled **The Magic Paint Brush** carefully. Then, decide whether the statements are true or false based on the text. Correct the wrong statements. Look at the example. After you finish, compare your answers with those of your friends.

### The Magic Paint Brush



Picture 2.9

Once upon a time, there was a young man called Ma Liang. He was poor and kind and liked drawing so much that he drew pictures everywhere. One night, he dreamed that an old man gave him a magic paintbrush and asked him to use it to help poor people. When he woke up, he found the magic paintbrush on his desk.

From that day on, he used the paintbrush whenever poor people needed help. When he saw that people had no water to use in the fields, he drew a river and the river came to life. People could bring water from the river to the field to help their crops grow. When he saw the hard working farmers struggling to feed their families, he drew more food for them to eat. Soon many people knew about the magic paintbrush and were very grateful to Ma Liang.

But in the village, there lived a greedy rich man who was mean and decided to steal the paint brush from the young man so that he could use it to become even richer. So he sent his servants to Ma Liang's home to steal the magic paintbrush.

Once he had the paintbrush, he felt very happy and he invited his friends to come to his home so that he could show them his new possession. He drew a lot of pictures, but none of

them would come to life for him. He was very angry that the paintbrush would not work for him so he sent for Ma Liang.

He said to the young man "If you draw some pictures for me and bring them to life, I will set you free." Ma Liang did not want to help such a bad man, but he had an idea. He said to the bad man, "What would you like me to draw?"

The rich man said, "I want a golden mountain. I will go there to gather gold." But the young man drew a sea first. The rich man was angry and said, "Why did you draw a sea? I want a golden mountain. Draw it quickly!"

So the young man drew a golden mountain which was far away from the sea. The rich man said, "Draw a big ship quickly. I want to go there to gather gold." The young man smiled quietly and drew a big ship. The rich man jumped into the ship and set off to find the gold but when the ship sailed to the middle of the sea, Ma Liang drew a large wave which destroyed the ship and the rich man was never seen in the village again.

After that, the young man lived with his family happily and used the magic paintbrush to help the poor people as the old man had asked him to do and the magic paintbrush was known and loved by everyone.

*(The Magic Paint Brush is a story from China. Adapted from <http://www.worldstories.org.uk>)*

No.	Statements	T/F	Corrections	Location
1.	Ma Liang met the old man who gave him the magic paintbrush in real.	F	Ma Liang met the old man in his dream.	Line 2
2.	Ma Liang used the paintbrush to help poor people.			
3.	The rich man stole the paintbrush by himself.			
4.	The paintbrush did not work for the rich man.			
5.	Ma Liang wanted to help the rich man.			
6.	Ma Liang lived happily and kept helping people.			

**Task 8**

Read again the text entitled *The Magic Paint Brush*, you will find the following words. Find the Indonesian equivalents of the words based on the context. You may use your dictionary. Look at the example. After you finish, compare your answers with your friends'. Then, repeat after your teacher.

No.	English	Indonesian
1.	crop /krɒp/ (noun)	tanaman panen
2.	destroyed /di'strɔɪd/ (verb)	
3.	gather /'gæð.ə r/ (verb)	
4.	grateful /'greɪt.f ə l/ (adj)	
5.	greedy /'gri:.di/ (adj)	
6.	mean /mi:n/ (verb)	
7.	paintbrush /'peɪnt.brʌʃ/ (noun)	
8.	possession /pə'zeʃ. ə n/ (noun)	
9.	set off /set ɒf/ (verb)	
10.	struggling /'strʌg.lɪŋ/ (verb)	

**Task 9**

Study and discuss the following explanation about narrative text with your partner carefully. You may ask your teacher if there is something you do not understand. Then, do the instruction that follows.

### Narrative Text

The texts in Task 4 and Task 7 are called narrative text that has a purpose to entertain and instruct the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

The text is organized to include:

- Orientation: a stage that introduces the main character/s in a setting of time and place;
- Complication: a sequence of events, which may begin in a usual pattern, is changed in some way so that the pattern of events becomes a problem for one or more of the characters;
- Resolution: a stage in which the problem is resolved or attempted to be

resolved, and which makes explicit how the character has changed and what has been learned from the experience.

Those stages are usually called generic structures.

Narrative text also has some grammatical features. The grammatical features include:

- use of particular nouns to refer or to describe the particular people, animals and things that the story is about;
- use of adjectives to build noun groups to describe the people, animals or things in the story;
- use of time connectives and conjunctions to sequence events through time;
- use of adverbs and adverbial phrases to locate the particular events;
- use of past tense action verbs to indicate the actions; and
- use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

Look at the parts of the narrative text entitled The Magic Paint Brush below.

Orientation	Once upon a time, there was a young man called Ma Liang. He was poor and kind and liked drawing so much that he drew pictures everywhere. One night, he dreamed that an old man gave him a magic paintbrush and asked him to use it to help poor people. When he woke up, he found the magic paintbrush on his desk.
Complication	<p>From that day on, he used the paintbrush whenever poor people needed help. ...</p> <p>But in the village, there lived a greedy rich man who was mean and decided to steal the paint brush from the young man so that he could use it to become even richer. ...</p> <p>Once he had the paintbrush, he felt very happy and he invited his friends to come to his home so that he could show them his new possession. ...</p> <p>He said to the young man "If you draw some pictures for me and bring them to life, I will set you free." ...</p> <p>The rich man said, "I want a golden mountain. I will go there to gather gold." ...</p> <p>So the young man drew a golden mountain which was far away from the sea. ...</p>
Resolution	After that, the young man lived with his family happily and used the magic paintbrush to help the poor people as the old man had asked him to do and the magic paintbrush was known and loved by everyone.

Find out more information about the narrative text and then discuss the information you get with your classmates.

**Read again the text entitled Forty Fortunes in Task 6 carefully. Then, in group of three, identify the parts of the text by completing the following table with the information that you find in the text. After you finish, compare your answers with other groups'.**



Who	
Where	
When	
The beginning of the story	
What happened in the story	
The end of the story	
Moral value	



--	--



**Task 11**

**Read again the text entitled Forty Fortunes and The Magic Paint Brush carefully. Then, identify at least ten sentences written in between quotation marks. Look at the example. Then, in group of four, discuss the question that follows.**

1. “Amazing!”

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

Why the sentences are written in between two quotation marks?

Des

**Study and discuss the following explanation about reported speech with your partner carefully. You may ask your teacher if there is something you do not understand. Then, do the instruction that follows.**



## Reported Speech

Sentences that written in between two quotation marks are called direct speeches that indicate that those are what somebody said to others. When we want to tell someone what someone else had said, we can use a reported speech.

When we use reported speech, the main verb of the sentence is usually in past form. Thus, to change the sentence into a reported speech, change the verbs in the statement into past forms too.

Statement	Reported Speech
The rich man said to the young man "If you draw some pictures for me and bring them to life, I will set you free."	He said to the young man that he would set him free if the young man drew some pictures and brought them to life.

If the verbs in the direct sentences are in past form, the verbs can stay in their past forms or we can change them into their past perfect forms.

Statement	Reported Speech
"I lost my ring!" said the Minister's wife.	<ul style="list-style-type: none"> <li>The Minister's wife said that she lost her ring.</li> <li>The Minister's wife said that she had lost her ring.</li> </ul>

Find out more information about direct and reported speeches. Then, discuss the information you get with your classmates.



Change five of the direct speeches that you have written in Task 11 into reported speeches. Look at the example. Don't forget to compare your answers with your friends'.

No.	Direct Speech	Reported Speech
1.	"Amazing!" said the King.	The King told Ahmed that he was amazing.
2.		
3.		
4.		
5.		
6.		

## LET'S CREATE



**Rearrange the jumbled paragraphs into a good text by numbering the paragraphs in the available spaces. Then, compare your answer with your friends'.**

### One-Eye, Two-Eyes, Three-Eyes

As soon as the woman departed, Two-eyes tried the spell, and suddenly a little table appeared in front of her with clean white clothes and the most delicious food. Two-eyes got amazed and ate as much as she wanted. After that she went home happily.	Paragraph 4
One afternoon, she was crying when she tend the goat on the field. Suddenly, came a wise old woman who asked her to not crying. Two-eyes told the woman how her mother and sisters treated her badly.	Paragraph ....
Once upon a time, there was a widow who had three daughter named one-eye, two-eyes, and three-eyes. However the middle daughter was treated badly because she had two eyes like normal people. They did not give her clean food and did not let her eat but the food that they left. She also had to do all the household works and tend the goat every day.	Paragraph ....
The mother got the disappointed and sent Three-eyes to go with Two-eyes the next day. As she did before, Two-eyes sang to make the sister fell asleep. However, the third eye of Three-eyes did not sleep, so she could see what happened and told her mother about what she saw. The mother was very angry and killed all the goat, then throw the entrails to Two-eyes.	Paragraph ....
Silently, Two-eyes rolled out a couple of golden apples from under the barrel to the feet of the knight, for she was vexed with One-eye and Three-eyes, for not speaking the truth. The knight realized that Two-eyes were under the barrel and it did not take a long time to make him fell in love of her beauty. In the end, the knight took Two-eyes with him to his castle to marry her, and the magnificent tree disappeared as soon as they left. Then, there were only the mother and sisters left and soon being poor.	Paragraph ....

<p>Then the wise woman said, “Wipe away your tears, Two-eyes, and I will tell you something to stop you from suffering from hunger again; just say to your goat,</p> <p>“Bleat, my little goat, bleat,</p> <p>Cover the table with something to eat,”</p> <p>and then a clean well-spread little table will stand before you, with the most delicious food upon it of which you can eat as much as you want, and when you feel enough, just say,</p> <p>“Bleat, bleat, my little goat, I pray,</p> <p>And take the table quite away,”</p> <p>and then it will vanish again from your sight.”</p>	Paragraph ....
<p>Since that day Two-eyes never ate the food that the sisters left for her. After several days the mother and sisters realized that fact and the mother asked One-eye to with Two-eyes to see what happened. Two eyes realized what they want, so after they arrived in the field, she started to sing and One-eye fell asleep. Then, Two-eyes said the spell and eat quickly then made the table disappeared again.</p>	Paragraph ....
<p>The handsome knight came nearer and admired the magnificent golden tree, and said to the two sisters, “To whom does this fine tree belong? Anyone who would bestow one branch of it on me might in return for it ask whatsoever he desired.” Then One-eye and Three-eyes replied that the tree belonged to them, and that they would give him a branch. However, they were not able to do it, for the branches and fruit both moved away from them every time.</p>	Paragraph ....
<p>It so befell that once when they were all standing together by the tree, a young knight came up. “Quick, Two-eyes,” said the two sisters, “creep under this, and don’t disgrace us!” and with all speed they turned an empty barrel which was standing close by the tree over poor Two-eyes, and they pushed the golden apples which she had been gathering, under it too.</p>	Paragraph ....
<p>Knowing that her goat was killed, Two-eyes was really sad. She buried the entrails quietly in the evening, in front of the house-door. The next morning, everyone in the house got surprised to see a magnificent golden tree with silver leaves and golden fruits. However, no-one could touch because it moved every time. Only Two-eyes could touch it.</p>	Paragraph ....

*(One-Eye, Two-Eyes, Three-Eyes is a story from Germany. Adapted from [www.aroonsworldofstories.com](http://www.aroonsworldofstories.com))*



Task 15

**In groups of four, rewrite the text entitled One-Eye, Two-Eyes, Three-Eyes in your own words and report the result in front of the class. Use the following questions to help you rewrite the story.**

1. Who were the characters involved in the story?
2. When did it happen?
3. Where did it happen?
4. How did the story begin?
5. What happened in the story?
6. How did the story end?



Task 16

**Individually, find a story from another country. Then, rewrite the story in your own words and find out what can you learn from the story. After you finish, tell your story to your friend sitting next to you.**

## INTERMEZZO

**Riddle:**



A painter has to paint door numbers on a street full of 100 houses.

How many times does he paint the number 9?

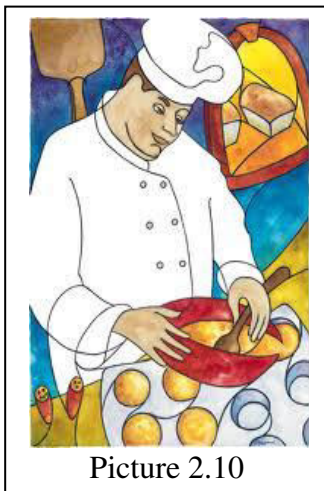
answer: just once

## LISTENING AND SPEAKING

### LET'S OBSERVE



**Listen to the recording entitled The Baker's Dozen. Then, answer the following questions to check your understanding.**



Picture 2.10

1. Where does the story come from?
2. Why was Van Amsterdam's shop always busy?
3. How many was a dozen actually?
4. How was Van Amsterdam's shop after the old woman left?
5. Why did Van Amsterdam finally give thirteen cookies for a dozen?
6. Who was the old woman actually?
7. What moral can you get from the story?



### Task 18

Listen again to the recording entitled *The Baker's Dozen* and then identify things that you want to know further and write them in the table provided. Write the things that you already know in "What I know" and things that you want to know further in "What I want to know further". You may also write more things that you want to know further in the table.

#### What I know and/or what I want to know further

1. What the speaker talked about.
2. The purpose of the speaker telling the story.
3. The steps of telling that type of story.
4. The differences between words like *exact* and *exactly*.

What I know	What I want to know further



## LET'S ASK QUESTIONS



Referring to the items in Column “What I want to know further” in Task 18, make relevant questions. See the examples.

1. What does the speaker talk about?
2. What is the purpose of the speaker telling the story?
3. What are the steps of telling that type of story?
4. What are the differences between words like *exact* and *exactly*?
5. ....
6. ....
7. ....
8. ....



In pairs, propose temporary answers to your questions in Task 19. Then, discuss the following question.

When you are listening to someone telling a story,  
what details do you usually find in the story?

## LET'S FIND OUT



Task 21

Match the following words with the Indonesian equivalents. Look at the example. They will help you to do the next task. Then, pronounce the words after your teacher. Don't forget to compare your answers with your friends'.

English	Indonesian
1. bank /bæŋk /	a. arus
2. carriage / 'kær.idʒ/	b. menatap
3. current / 'kʌr. ə nt/	c. menunjuk
4. enchanted / in 'tʃɑ:n.tɪd/	d. kereta kuda
5. gazed / geɪz/	e. memekik
6. nutshell / 'nʌt.fel/	f. eretan kereta
7. point /pɔɪnt/	g. mengutuk
8. sleigh /sleɪ/	h. tepi
9. soaked / səʊkt/	i. pikiran
10. squealed /skwi:l/	j. terendam
11. thought / θɔ:t/	k. kulit kacang



Task 22

Listen to the recording entitled The Princess Mouse carefully. Then, decide whether the following statements are true or false based on the recording. Correct the wrong statement. Look at the example. After you finish, discuss your answers with your friends.

No.	Statements	T/F	Corrections
1.	The farmer's family cuts tree to find a sweetheart.		
2.	The second son already had a girlfriend.	F	The first son already had a girlfriend.

3.	Mikko agreed to make the mouse his sweetheart because he found no one else.		
4.	Mikko finally fell in love with the mouse because she was a beautiful mouse.		
5.	The witch spell was broken since Mikko's brother tried to kill the mouse.		
6.	The mouse turned to a beautiful princess as she was.		



**Listen again to the recording entitled The Princess Mouse carefully. Then, in pairs, complete the following table with the information that you find in the recording. After you finish, compare your answers with other pairs'.**

<i>Title</i>	
<i>Orientation</i>	
<i>Complication</i>	
<i>Resolution</i>	
<i>Moral Value</i>	
<i>The Speaker's</i>	



**Study and discuss the following explanation about describing words in narrative texts with your partner. You may ask your teacher if there is something you do not understand. Then, do the instruction that follows.**

### Describing Words in Narrative Texts

When you are telling a story, you have to make the readers/listeners drawing a picture of the appearance of the characters, the setting of the story, and the actions that happened in the story.

To do this, the narrator uses groups of words to describe things, such as:

#### 1. Adjectives

Adjectives are words that describe or modify nouns.

Examples:

- Standing on its **hind** legs, it gazed at him with **large, bright** eyes, and it could talk!
- In walked an old woman, wrapped in a **long black** shawl.
- There was a **young** man called Ma Liang.

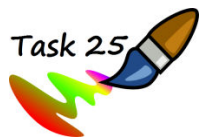
#### 2. Adverbs

Adverbs are words that describe or modify verbs, adjectives or even other adverbs.

Examples:

- He took great care to give his customers **exactly** what they paid for.
- "Mikko, I'll **gladly** be your sweetheart."
- "Why did you draw a sea? I want a golden mountain. Draw it **quickly**!"

Find out more information about adjectives and adverbs and then discuss the information you get with your classmates.



Task 25

Read again the story entitled **Forty Fortunes** and listen again to the recording entitled **The Princess Mouse** and then identify the adjectives and adverbs that the narrator used to tell the story. Then, make groups of four and discuss your answers.

Adjectives	Adverbs

## LET'S CREATE



Task 26

Watch the movie **Tangled** or **Rapunzel** and complete the table based on your understanding of the movie. Don't forget to compare your work with your friends'.

Who	
Where	
When	

The beginning of the story	
What happened in the story	
The end of the story	
Moral value	

Task 27



**In pairs, find a story that you like the most. Then, retell it with your own words. After you finish, present your work in front of the class.**

**INTERMEZZO**

**Proverb:**

*A friend in need is a friend indeed.*



## HOMework



Task 28

**Individually, find a story from another country and rewrite in your own words. Then, retell the story in front of the class.**

## LET'S SUMMARIZE

### 1. Narrative Texts

A narrative text is a story has a purpose to entertain and instruct the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

Parts of a narrative text are:

- **Orientation:** a stage that introduces the main character/s in a setting of time and place;
- **Complication:** a sequence of events, which may begin in a usual pattern, is changed in some way so that the pattern of events becomes a problem for one or more of the characters. The events are evaluated by the character/s, thus making it clear to the reader that a crisis has developed;
- **Resolution:** a stage in which the problem is resolved or attempted to be resolved, and which makes explicit how the character has changed and what has been learned from the experience.

### 2. Reported Speech

When we use a reported speech, we change the main verb of the sentence into its past form. If the direct sentences has verbs in past forms, the verbs can stay in their past simple forms or we can change them into their past perfect forms.

### 3. Describing Words in Narrative Text

In telling a story, a narrator uses group of words to describe things, those are:

- **Adjectives:** words that describe or modify nouns.
- **Adverbs:** words that describe or modify verbs, adjectives or even other adverbs.

## LET'S HAVE A REFLECTION

What I have learnt from this unit is	...
What I like the most from this unit is	...
What I like the least from this unit is	...





## I AM GOING TO MAKE A MASTERPIECE



In daily life, we often ask someone about what they are going to do or their intention. We also tell someone about our plan or intention. Do you know how to ask or express intentions? In this unit you will learn how to do it through a series of challenging task.

## WARM UP



Task 1

Answer the following questions based on your personal experience.

1. Does your school have final projects?
2. What will you do for the final project?
3. Will you make it in group or individually?
4. Do you have any intention to make a masterpiece?



Picture 3.2

## READING AND WRITING

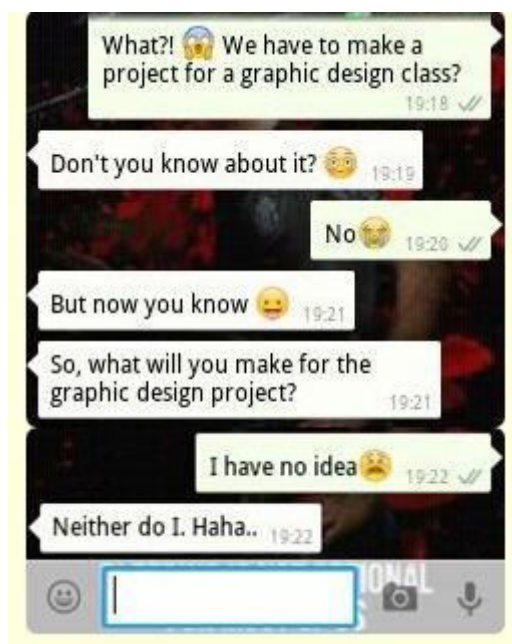
### LET'S OBSERVE



Task 2

Read the following conversation in the chat room between Pandu and Bima carefully. Then, identify things you want to know further and write them in the table provided. Write the things that you already know in “What I know” and things that you want to know further in “What I want to know further”. You may also write more things that you want to know further in the table.





Picture 3.3

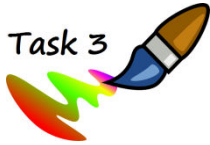
**What I know and/or what I want to know further**

1. The meaning of expressions “What are you going to make?” and “What will you make?”
2. The meaning of the expression “I’m going to make a 3D painting.”
3. The writer’s reason in writing “What are you going to make?” and “What will you make?”
4. The writer’s reason in writing “I’m going to make a 3D painting.”
5. The verb form used in expressing “I’m going to make a 3D painting.”
6. Other expressions to ask for and state intentions.

What I know	What I want to know further

## LET'S ASK QUESTIONS

### Task 3



Referring to the items in Column “What I want to know further” in Task 2, make relevant questions. Look at the examples.

1. What is the meaning of expressions “What are you going to make” and “What will you make?”?
2. What is the meaning of the expression “I’m going to make a 3D painting”?
3. What is the writer’s reason in writing “What are you going to make” and “What will you make?”?
4. What is the writer’s reason in writing “I’m going to make a 3D painting”?
5. What is the verb form used in expressing “I’m going to make a 3D painting”?
6. What are other expressions to ask for and state intentions?
7. ....
8. ....
9. ....
10. ....

### Task 4



In pairs, propose temporary answers to your questions in Task 3 and then discuss the following questions.

1. What do you say when you are asking for someone’s intention?
2. What do you say to express intention?
3. When do you use “will” and “(be) going to”?

## LET'S FIND OUT



Read the following e-mail for Syarif carefully and then answer the questions that follow. After you finish, compare your answers with your friends'.



**bima wicaksana** <bima.wicaksana16@gmail.com>

4:56 PM (16 minutes ago) ☆



to syarif.susilo ▾

Dear Syarif,

Hey, how are you? It's been a long time since the last time we caught up. I tried to contact you but your phone number is not active. How is your study? I heard that you are studying visual communication design too. Does your school have final projects? My school does, and now I'm confused of what I will make for a graphic design class final project. What about you? What will you make for the project if you were me? I need your suggestions because I have to submit my project in two months. Btw, what are you going to do for the weekend? Do you remember Mr. Handoyo, our English teacher at junior high school? I heard that he is hospitalized. I'm going to visit him this weekend. Will you join me? Please text me.

Love,  
Bima

### Questions:

1. What is the topic of the email?
2. What do they study?
3. What is the meaning of "What are you going to do" in the text above?
4. What is Bima's plan for the weekend?
5. What is the meaning of "What will you do" in the text above?



### Task 6

Read again the e-mail in Task 5, you will find the following words. Find the Indonesian equivalents of the words based on the context. You may use your dictionary. Look at the example. After you finish, pronounce the words after your teacher. Don't forget to compare your answers with your friends'.

No.	English	Indonesian
1.	caught up /kɔ:t ʌp/ (kk)	bertemu
2.	confuse /kən'fju:z/ (kk)	
3.	contact /kən. 'tækt/ (kk)	
4.	active /'æk.tɪv/ (ks)	
5.	hospitalize /'hɒs.pɪ.t ə l.aɪz/ (kk)	
6.	join /dʒɔɪn/ (kk)	
7.	project /'prɒdʒ.ekt/ (kb)	
8.	submit /səb'mɪt/ (kk)	
9.	suggestion /sə'dʒes.tʃ ə n/ (kb)	
10.	text /tekst/ (kk)	



### Task 7

Study and discuss the following explanation about asking for and stating intentions with your partner. Then, do the instruction that follows.

#### Asking for and Stating Intentions

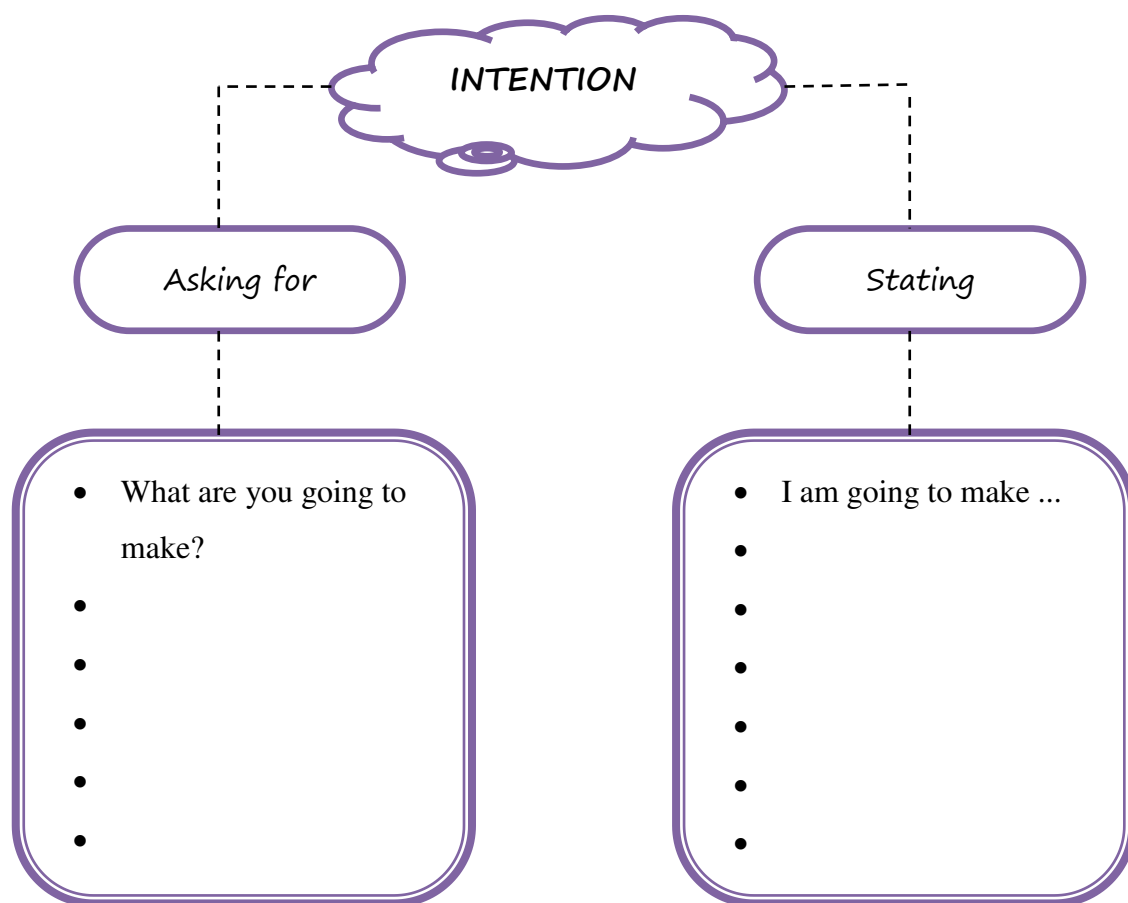
Sometimes we need to ask for someone's intention and/or express our intention. In the previous tasks you found some of the expressions. Here are the other expressions of asking for and stating intentions.

Asking for Intention	Stating Intention
<ul style="list-style-type: none"> <li>What are you going to do?</li> <li>What will you do?</li> <li>What is your plan?</li> <li>What are you planning to do?</li> <li>What is your intention?</li> </ul>	<ul style="list-style-type: none"> <li>I'm going to ...</li> <li>I would like to ...</li> <li>I will ...</li> <li>I am planning to ...</li> <li>I'm thinking of ...</li> <li>I intend to ....</li> </ul>

Find out more information about asking for and stating intention, and then discuss the information you get with your classmates.

Read again the conversation in Task 2 and e-mail in Task 5 carefully, and then complete the following chart based on the information that you find. Look at the examples.

## Task 8



## Task 9


In pairs, study and discuss the following explanation about the use of “will” and “(be) going to” carefully. Then, do the instruction that follows.

In the previous tasks you found expressions “I will” and “I’m going to”. Do you know when do you use “will” and when do you use “(be) going to”?

### a. Will

“will” is used when we decide to do something at the time of speaking. We have not decided before.

**decision now**



**I will**


past                      now                      future

Example: I will make the design now.

**b. (be) going to**

“(be) going to” is used when we have already decided to do something before the time of speaking.

**decision before**



**I'm going to**

past                      now                      future

Example: I can't make it this weekend because I'm going to visit my old friend.

Find out more information about “will” and “(be) going to”, and then share the information you get with your classmates.



**Complete the sentences using “will” or “(be) going to”. After you finish, compare your answers with your friends’.**

1. I \_\_\_\_\_ join an extra class this month.
2. She \_\_\_\_\_ go to the library.
3. We \_\_\_\_\_ decide the committee now.
4. They \_\_\_\_\_ make an Obama silhouette for the final project.
5. I \_\_\_\_\_ tell you later because I haven't made any plan yet.



## LET'S CREATE



Complete the following e-mail that Syarif made. You may use the words provided in the boxes. After you finish, compare your answer with your friends'.



**syarif ikhsan** <syarif.susilo@gmail.com>

4:58 PM (9 minutes ago) ☆



to bima ▾

Dear Bima,

Hey, I'm great. What about you? I'm sorry I can't text you because my phone is broken. I (1) \_\_\_\_\_ you as soon as it fixed. Yes, my school has some final projects too, and we have to make (2) \_\_\_\_\_ for the project. Next month I (3) \_\_\_\_\_ have a graphic design class final project. (4) \_\_\_\_\_ make an advertisement poster design. However, it is a group project, and my friends (5) \_\_\_\_\_ with me. They are (6) \_\_\_\_\_ to make a brochure design. So maybe you can (7) \_\_\_\_\_ both poster and brochure design. What happen with Mr. Handoyo? Why is he (8) \_\_\_\_\_? I really want to come with you. However, my group (9) \_\_\_\_\_ have a meeting this weekend. What if we visit him after I finish the meeting? I (10) \_\_\_\_\_ you know when I finish it. Maybe we can invite Harmoko and Sultan to visit Mr. Handoyo with us.

Regards,  
Syarif

some works

don't agree

planning

will text you

hospitalized

I intend to

will let

am going to

is going to

consider



In pairs, write a short letter for your friend. Don't forget to use expression of asking for and stating intentions. After you finish, read your letter in front of the class.

### INTERMEZZO

Proverb:

*Gardens are not made by sitting in the shade.  
(Everything needs efforts.)*



## LISTENING AND SPEAKING

### LET'S OBSERVE



Listen to a dialogue between Bima and Syarif carefully. While you are listening, complete the dialogue based on the information you hear. Compare your answers with those of your classmate sitting next to you.

Bima : Heeeyy, how are you?

Syarif : I'm fine, as always. Thank you. What about you?

Bima : I'm fine too. What brings you to my house? Why don't you text me first so I can prepare some refreshments

Syarif : Sorry, my phone is broken. I sent you an email but I'm afraid you don't read it, so that I come here.

Bima : aah, I'm sorry to hear that. Come in and sit down please.

Syarif : It's okay. So, 1)\_\_\_\_\_ for your graphic design class final project? Have you decided?

Bima : I plan to make a commercial animation video, but I think 2)\_\_\_\_\_ be difficult.

Syarif : Why do you think so?

Bima : Because I have to get prepared for my drawing class final project too, and I'm afraid I cannot manage my time well.

Syarif : It is a group project, isn't it?

Bima : It is, but the drawing final project is an individual project. If you are free, 3)\_\_\_\_\_?

Syarif : I can help you anytime.

Bima : Really? Wwooooww, perfect! Oh wait, I 4)\_\_\_\_\_ you a drink.

Syarif : I have been waiting for it. Haha.

Bima : Haha.

**will you help me**

**what will you make**

**I will get**

**it's going to**



#### Task 14

Listen to the dialogue between Pandu and Syarif once again and identify things that you want to know further and write them in the table provided. Write the things that you already know in “What I know” and things that you want to know further in “What I want to know further”. You may also write more things that you want to know further in the table.

#### What I know and/or what I want to know further

1. When we say the expressions “What will you make ...?” And “Will you help me?”
2. The pronunciation of the expressions “What will you make ...?” And “Will you help me?”
3. The difference between the intonation of the expressions “What will you make ...?” And “Will you help me?”

What I know	What I want to know further

### LET'S ASK QUESTIONS



#### Task 15

Referring to the items in Column “What I want to know further” in Task 14, make relevant questions. See the examples.

1. When do we say the expressions “What will you make ...?” and “Will you help me?”?

2. How to pronounce the expressions “What will you make ...?” and “Will you help me?”?
3. What is the difference between the intonation of the expressions “What will you make ...?” and “Will you help me?”?
4. ....
5. ....
6. ....
7. ....



Task 16

**In pairs, propose temporary answers to your questions in Task 15. Then, discuss the following question.**

When you are asking someone, how is the intonation of your questions?

## LET'S FIND OUT



Task 17

**Pronounce the following words and find the Indonesian equivalents. You may use your dictionary. This will help you to do the next task. After you finish, pronounce the words after your teacher. Don't forget to compare your answers with your friends'.**

No.	English	Indonesian
1.	advertisement /əd'vɜː.tɪs.mənt/ (noun)	
2.	brochure /'brəʊ.ʃə r/ (noun)	
3.	commercial /kə'mɜː.ʃəl/ (noun)	
4.	latest /'leɪ.tɪst/ (adj)	
5.	masterpiece /'mɑː.stə.piːs/ (noun)	
6.	suggestion /sə'dʒes.tʃən/ (noun)	
7.	terrific /tə'rɪf.ɪk/ (adj)	



### Task 18

Listen to a dialogue between Bima and Pandu carefully. Then, answer the following questions. After you finish, discuss your answers with your friends.

#### Questions:

1. Has Bima decided what will he make for the project?
2. What does Bima think of Syarif's suggestions?
3. Why does Pandu feel unconfident with his idea?
4. What solution does Bima offer?
5. What is Pandu finally going to make?



### Task 19

In pairs, study and discuss the explanation about raising and falling intonation below and then do the instruction that follows.

In pronouncing questions, there are two intonations that we use, those are rising and falling intonation.

#### a. Rising Intonation

Rising intonation is used for yes-no questions, those are questions that require "yes" or "no" as the answers.

Examples:

Will you make it?

Are you okay?

Do you think it's a good idea?

#### b. Falling Intonation

Falling intonation is used for Wh-questions. Those are questions that ask *what, when, where, why, and how*.

Examples:

Who is your drawing teacher?

When is the deadline?

Where is the location?

Find out more information about rising and falling intonation, and then discuss the information you get with your classmates.

Des

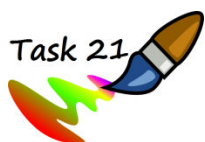
Draw the intonation of the following questions and pronounce them. Ask your friends sitting next to you to correct you.



### Task 20

1. What do you think about the project?
2. Will you join my team?
3. Is she studying in the same class with you?
4. When will the project be held?
5. Do you think 3D painting is a good idea?

## LET'S CREATE



### Task 21

**Complete the following dialogue among Pandu, Bima and Butet with appropriate expressions. You may use the expressions provided in the box. After that, practice it with your friend sitting next to you.**

*(Bima and Pandu are talking in the classroom at the break time)*

Bima : The graphic design project is a team work, (1)\_\_\_\_\_?

Pandu : Oh really?

Bima : (2)\_\_\_\_\_ that you just know it now.

Pandu : I do just know it now. I'm (3)\_\_\_\_\_ to know that.

Bima : Why?

Pandu : Because I think it (4)\_\_\_\_\_ be easier to make it in group.

Bima : I think so. With whom (5)\_\_\_\_\_ work with?

Pandu : Honestly, I want to work with you.

Bima : Great, because actually (6)\_\_\_\_\_ invite you to be my team.

Pandu : How many people are needed?

Bima : I think it is in (7)\_\_\_\_\_ three or four.

Pandu : So we need one or two more friends?

Bima : Yeap.

Pandu : What do you think about Santi?

Bima : I heard she (8)\_\_\_\_\_ work with Nilam.

Pandu : What about Butet?

Butet : *(pass in front of them)* I heard someone called my name.

Bima : Hey, (9)\_\_\_\_\_! Will you join our team for the graphic design final project?

Butet : Sure, why not?

Pandu : That's perfect! We (10)\_\_\_\_\_ like three musketeers.

Butet and Bima : Haha.

*a group of                      will be                      is going to*

*isn't it?                      really glad*

*is going to                      don't tell me                      do you want to*

*I am going to                      what a coincident*



Task 22



In pairs, choose one of the situations provided, and make a dialogue that contains expressions of asking for and showing intention. After that, act it out in front of the class.

*talking about the team  
project's plan*

*planning to study together  
on weekend*

*discussing what will you  
make for the photography  
class final project*

**INTERMEZZO**

**Fact:**



The first animated film created by using what came to be known as traditional (hand-drawn) animation—the 1908 *Fantasmagorie* by Émile Cohl

## HOMEWORK



Task 23

In groups of three, make a dialogue that contain expressions of asking for and stating intentions and then record it.

## LET'S SUMMARIZE

### 1. Expressions of Asking for and Stating Intention

Asking for Intention	Stating Intention
<ul style="list-style-type: none"><li>• What are you going to do?</li><li>• What will you do?</li><li>• What is your plan?</li><li>• What are you planning to do?</li><li>• What is your intention?</li></ul>	<ul style="list-style-type: none"><li>• I'm going to ...</li><li>• I would like to ...</li><li>• I will ...</li><li>• I am planning to ...</li><li>• I'm thinking of ...</li><li>• I intend to ....</li></ul>

### 2. “will” and “(be) going to”

“will” is used when we decide to do something at the time of speaking. We have not decided before while “(be) going to” is used when we have already decided to do something before the time of speaking.

### 3. Rising and Falling Intonation

Rising intonation is used for yes-no questions, those are questions that require “yes” or “no” as the answers. Falling intonation is used for Wh- questions. Those are questions that ask *what, when, where, why, and how*.

## LET'S HAVE A REFLECTION

What I have learnt from this unit is	...
What I like the most from this unit is	...
What I like the least from this unit is	...

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## PICTURE SOURCES

### UNIT 1

Picture 1.1 [www.shows2go.si.edu](http://www.shows2go.si.edu)

Picture 1.2 [lysmay5.blogspot.com](http://lysmay5.blogspot.com)

Picture 1.3 [jogjareview.net](http://jogjareview.net)

Picture 1.4 <http://arrestedmotion.com>

Picture 1.5 [www.lau.edu.lb](http://www.lau.edu.lb)

Picture 1.6 [www.clearwisdom.net](http://www.clearwisdom.net)

Picture 1.7 [www.girlzone.com](http://www.girlzone.com)

Picture 1.8 [bestfriends.blogspot.com](http://bestfriends.blogspot.com)

Picture 1.9 [www.londonartexhibitions.com](http://www.londonartexhibitions.com)

Picture 1.10 [www.londonartexhibitions.com](http://www.londonartexhibitions.com)

Picture 1.11 [www.girlzone.com](http://www.girlzone.com)

### UNIT 2

Picture 2.1 [www.aroonsworldofstories.com](http://www.aroonsworldofstories.com)

Picture 2.2 [www.goodreads.com](http://www.goodreads.com)

Picture 2.3 [www.disneyanimation.com](http://www.disneyanimation.com)

Picture 2.4 [www.aroonsworldofstories.com](http://www.aroonsworldofstories.com)

Picture 2.5 [www.aroonsworldofstories.com](http://www.aroonsworldofstories.com)

Picture 2.6 [www.aroonsworldofstories.com](http://www.aroonsworldofstories.com)

Picture 2.7 [www.goodreads.com](http://www.goodreads.com)

Picture 2.8 [www.aroonsworldofstories.com](http://www.aroonsworldofstories.com)

Picture 2.9 [www.chinesefolktales.com](http://www.chinesefolktales.com)

Picture 2.10 [www.goodreads.com](http://www.goodreads.com)

### UNIT 3

Picture 3.1 writer's document

Picture 3.2 fineart.about.com

Picture 3.3 writer's document

## LISTENING SCRIPTS

### UNIT 1

#### Task 17

##### My School Visual Design Exhibition

Last week was the greatest week ever for me. Why? because I become the committee of Visual Design Exhibition in my school. This year my department conducted an exhibition for the first time and the teacher chose some students to become the committee.

The exhibition presented the works of the third grade students of Visual Communication Design. The works are classified into some groups. The first group was invitation design. It was divided into wedding invitation and birthday invitation design. The designs varied from the simple one to the complicated one, from the casual one to the formal one. The second group was calendar design. This group presented many creative designs of calendar. The next group was T-Shirt design. It showed the design of T-Shirt making by the third grade students. The last group was advertisement design that was divided into business advertisement, commercial advertisement and magazine advertisement.

The exhibition was held for four days and was open since 7 a.m. to 1 p.m. Firstly, on the first day we had opening ceremony by the principal of the school. After the ceremony, the visitors could enjoy the designs on the exhibition. The second and the third days were normal exhibition days. Finally, on the last day we had an art performance by the first grade students. The performances were choir, traditional dances, and martial art. It was the busiest day for me but also the most exciting.

The next day after the last day, we did an evaluation meeting to evaluate our work in conducting exhibition. I thought my teacher is going to get disappointed of us because the exhibition was very simple. But instead of getting disappointed, my teacher was very satisfied with the exhibition. He decided to conduct the same exhibition every year since now. I was very happy and proud of the teamwork of the committee in conducting the exhibition.

## **Task 22**

### **An Inspiring Graphic Design Exhibition**

On last year vacation, I visited my older brother, Bima. He studied in a university in Malang, East Java. On the first day, we went to an exhibition in his school. The exhibition was held by the graphic design department of the university. I was so excited since I am studying graphic design and that was my first time visiting a graphic design exhibition.

Bima said that this yearly exhibition was held for four days and that day was the second day. On the first day there was a workshop in the exhibition with the theme “Photography Commercials”. I was disappointed for not attending the workshop. Fortunately the adorable artworks made by the graphic design students of the university made me get my good mood back.

There were five rooms on the exhibition. The first room was full of 2D designs. I found commercial designs, logo designs, illustration designs, and also publishing products such as book layout, newspapers and magazines, poster, and 3D modeling pictures. Then, I move to the second room where I could find 3D designs such as product packaging, 3D design icon, souvenirs, and sculptures. The next room had printing artworks related to silk-screen. There were many creative designs of silk-screen that inspire me. The fourth room contained photographs and the last room contained multimedia works like movies, commercial videos, commercial animation, TV programs, and others.

After enjoying the artworks, Bima and I shared our opinion about the artworks. He liked the commercial animation. He said that it must be very difficult to make that great animation. However I had different opinion. The most interesting one for me were the sculptures because they were so unique and flawless. Somehow, all the artworks were really inspiring.

## UNIT 2

### Task 17

#### The Baker's Dozen

Have you ever heard a story about the baker's dozen? Let me tell you the story. In Albany, New York, there lived an honest baker, Van Amsterdam. Each morning, he checked and balanced his scales, and he took great care to give his customers exactly what they paid for—not more and not less. Van Amsterdam's shop was always busy, because people trusted him, and because he was a good baker as well. And never was the shop busier than in the days before Christmas. At that time of year, people flocked to the baker's shop to buy his fine Santa Claus cookies, made of gingerbread, iced in red and white.

One Christmas Day morning, the baker was just ready for business, when the door of his shop flew open. In walked an old woman, wrapped in a long black shawl and asked for a dozen cookies. Van Amsterdam started to wrap twelve cookies.

"I asked for a dozen. You have given me only twelve."

"Madam," said the baker, "everyone knows that a dozen is twelve."

"But I say a dozen is thirteen," said the woman. "Give me one more."

Van Amsterdam was not a man to bear foolishness. "Madam, my customers get exactly what they pay for—not more and not less."

"Then you may keep the cookies."

The woman turned to go, but stopped at the door. "Van Amsterdam! However honest you may be, your heart is small. *Fall again, mount again, learn how to count again!*" Then she was gone. From that day, everything went wrong in Van Amsterdam's bakery. His bakery were soon had no customer.

A year passed. The baker grew poorer and poorer. Finally, on the day before Christmas Day, not one customer came to Van Amsterdam's shop. At day's end, the baker sat alone, staring at his unsold Saint Nicholas cookies.

"I wish Santa Claus could help me now," he said. Then he closed his shop and went sadly to bed.



That night, the baker had a dream. He was a boy again, one in a crowd of happy children. And there in the midst of them was Santa Claus himself. The bishop's white horse stood beside him, its baskets filled with gifts. Santa pulled out one gift after another, and handed them to the children. But Van Amsterdam noticed something strange. No matter how many presents Santa passed out, there were always more to give. In fact, the more he took from the baskets, the more they seemed to hold.

Then Santa Claus handed a gift to Van Amsterdam. It was one of the baker's own Santa Claus cookies! Van Amsterdam looked up to thank him, but it was no longer Santa Claus standing there. Smiling down at him was the old woman with the long black shawl.

Van Amsterdam awoke with a start. Moonlight shone through the half-closed shutters as he lay there, thinking, "I always give my customers exactly what they pay for," he said, "not more and not less. But why *not* give more?"

The next morning, Christmas Day, the baker rose early. He mixed his gingerbread dough and rolled it out. He molded the shapes and baked them. He iced them in red and white to look just like Santa Claus, and the cookies were as fine as any he had made.

Van Amsterdam had just finished, when the door flew open. In walked the old woman with the long black shawl.

"I have come for a dozen of your Santa Claus cookies."

In great excitement, Van Amsterdam counted out twelve cookies—and one more.

"In this shop," he said, "from now on, a dozen is thirteen."

"You have learned to count well," said the woman. "You will surely be rewarded."

She paid for the cookies and started out. But as the door swung shut, the baker's eyes seemed to play a trick on him. He thought he glimpsed the tail end of Santa's long red cloak.

As the old woman foretold, Van Amsterdam was rewarded. When people heard he counted thirteen as a dozen, he had more customers than ever.

## **Task 22**

### **The Princess Mouse**

Once there was a farmer with two sons. One morning he said to them, "Boys, you're old enough now to marry. But in our family, we have our own way to choose a bride. You must each cut down a tree and see where it points. Then walk that way till you find a sweetheart."

Now, the older son already knew who he wanted to marry. He also knew how to cut a tree so it fell how he wanted. So, his tree fell and pointed to the farm where his sweetheart lived. The younger son, whose name was Mikko, didn't have a sweetheart, but he thought he'd try his luck in the town. Well, maybe he cut the tree wrong, or maybe it had thoughts of its own, but it fell pointing to the forest.

The two young men went their ways. Mikko walked through the forest for hours without seeing a soul. But at last he came to a cottage deep in the woods. Mikko looked around, but the only living thing in sight was a little mouse on a table. Standing on its hind legs, it gazed at him with large, bright eyes, and it could talk!

Mikko told the mouse that he needed to find a sweetheart. The mouse squealed in delight. "Mikko, I'll gladly be your sweetheart." she said, "I may be a mouse, but I can still love you faithfully!"

Mikko looked into those large, bright eyes and thought she really was quite nice, for a mouse. And since he'd found no one else anyway, he said, "All right, little mouse, you can be my sweetheart."

Since that day Mikko went to the cottage everyday and the little mouse always took good care of him and made him good foods. Slowly but surely Mikko fell in love of his little sweetheart.

One day the farmer asked the son to bring their sweethearts home for the wedding. When Mikko arrived at the cottage next morning, the little mouse jumped up and down. "Oh, Mikko, is this the day of our wedding?"

"It is, little mouse. Today you'll be my bride"

The little mouse rang her sleigh bell, and to Mikko's astonishment, a little carriage raced into the room. It was made from a nutshell and pulled by four black rats. A mouse coachman sat in front, and a mouse footman behind. Mikko lifted her from the table and set her in the carriage. The rats took off and the carriage sped from the cottage, so that Mikko had to rush to catch up.

At last they reached the farm and then the spot for the wedding, on the bank of a lovely, swift-flowing stream. The guests were already there enjoying themselves. But as Mikko came up, they all grew silent and stared at the little carriage. Mikko's brother stood with his bride, gaping in disbelief. Mikko and the little mouse went up to him. Angrily, with one quick kick, the brother sent the carriage, the rats, and the mice, all into the stream. Before Mikko could do a thing, the current bore them away.

Mikko was crying and screaming for losing his lovely sweetheart when four black horses pulled a carriage out of the stream. A coachman sat in front and a footman behind, and inside was a soaked but lovely princess in a gown of pearly velvet.

Mikko stared blankly a moment, and then his eyes flew wide. “Are you the little mouse?”

“I surely was,” said the princess, laughing, “but no longer. A witch enchanted me, and the spell could be broken only by one brother who wanted to marry me and another who wanted to kill me.”

And a grand wedding it was, with Mikko’s bride the wonder of all. The farmer could hardly stop looking at her. Of course, Mikko’s brother was a bit jealous, but his own bride was really quite nice, so he couldn’t feel too bad.

The next day, the princess brought Mikko back to her cottage—but it was a cottage no longer! It was a castle with hundreds of servants, and there they made their home happily.

And if Mikko and the princess had any sons, you know just how they chose their brides.

### UNIT 3

#### Task 18

Bima : So, have you gotten any idea for the project?

Pandu : Which one? The drawing or graphic design project?

Bima : Both

Pandu : Still not. But for the drawing class project I think I will make a 3D paintings also.

Bima : That’s good, so we can evaluate each other’s works.

Pandu : What about the graphic design project?

Bima : Yesterday I met my friend who studies visual communication design also, and he gave me some suggestions.

Pandu : what are they?

Bima : He plans to make advertisement poster design, and his friends intend to make brochure design.

Pandu : I think those are good ideas

Bima : Do you think so?

Pandu : Yes, you think so, don't you?

Bima : Yeah, but actually I have my own idea.

Pandu : What is that?

Bima : But I think it's going to be difficult.

Pandu : Tell me what that is.

Bima : Animation video for a commercial

Pandu : Wow, that will be a masterpiece. You should've told me since the beginning.

Bima : But don't you think it will be difficult?

Pandu : I have the latest version of the software to make animation, don't worry.

Bima : Terrific!